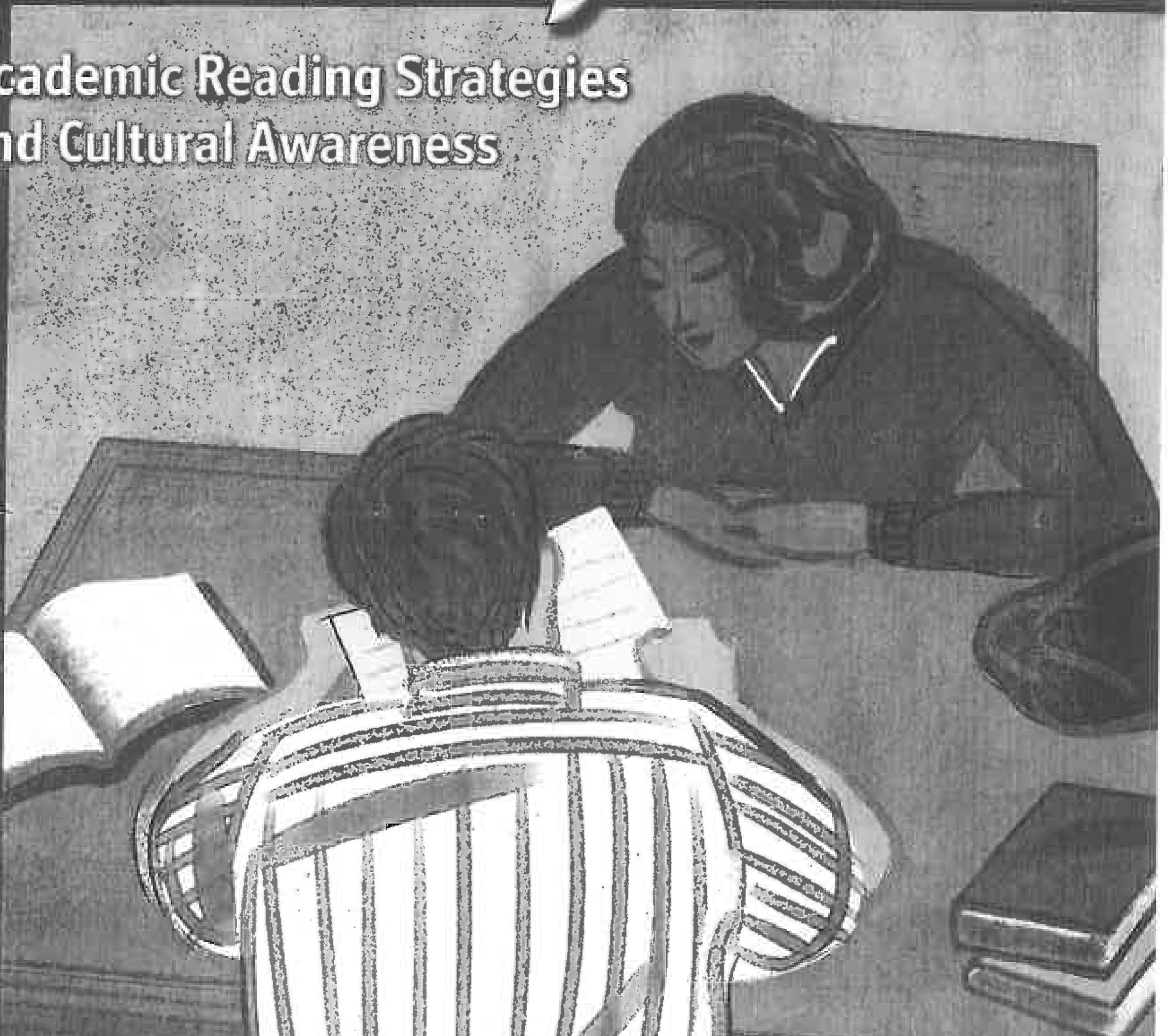
Introductory Level

READ and Reflect

Academic Reading Strategies and Cultural Awareness



Series Editors:
Jayme Adelson-Goldstein and Lori Howard

OXFORD

Unit 5

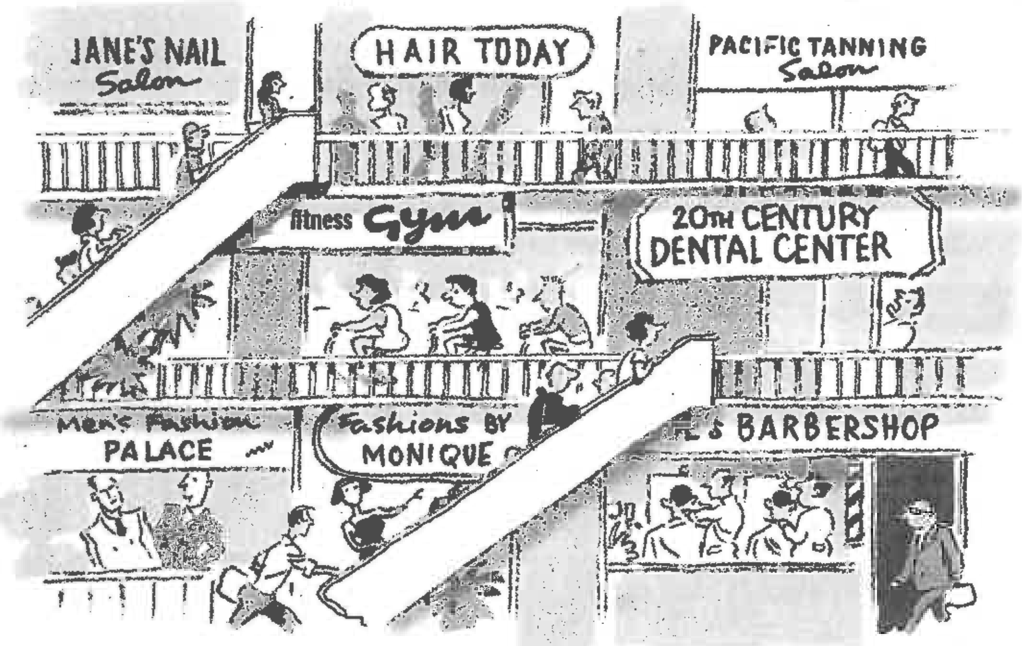
The Business of Beauty

In this unit, you are going to:

- read about beauty in the U.S.
- learn how to preview headings

WHAT DO YOU KNOW ABOUT THE BUSINESS OF BEAUTY?

A. Work with a partner. Name the businesses in this picture. Why do people go to these businesses? Which of these businesses do you go to?



B. Think about the questions. Discuss your answers with your classmates.

1. Look again at the picture above. Which of these types of businesses were also popular twenty years ago? Fifty years ago?
2. Who spends more money today on beauty—men or women, young adults or older adults? Was this different in the past?
3. Are there more beauty businesses now than in the past? Why or why not?

1 GET READY TO READ ABOUT: Ideas About Female Beauty

A. Look at the pictures of women's fashion in the U.S. from different time periods. What differences do you see? Discuss your answers with a partner. Then share your answers with your classmates.



B. Think about women today. What is the ideal of female beauty today? Is there only one? Discuss your answers with your classmates.

2 BUILD YOUR READING SKILLS: Previewing Headings

Introduction

A. Look at Picture A. Why is this shopper having problems? Then look at Picture B. Why is it easier for the shopper to find things now?



Picture A



Picture B

B. The signs over the aisles in Picture B are similar to headings in a text. Look at the sample text on page 67. How do the headings make it easier to find information?

Reading Skill

Previewing headings gives you information about the parts of a text. The title tells you the topic of the whole text; the headings tell you the topic of each part.

Practice Previewing Headings

Preview the article. Then look at the predictions below. Mark your predictions with an X.

a. title → Women's Fashions in the U.S.

b. headings → *The Styles of Hollywood* / *The Power of Advertising*

Women's Fashions in the U.S.

The Styles of Hollywood

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

The Power of Advertising

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

This article might discuss . . .

____ **1.** the influence of French fashion in the U.S.

____ **2.** the influence of movies on fashion in the U.S.

____ **3.** the influence of TV commercials on fashion in the U.S.

____ **4.** the influence of magazine ads on fashion in the U.S.

____ **5.** the influence of price on fashion in the U.S.

3 WORDS YOU NEED

Read the advertisement. Then guess the definitions of the underlined words below.

Natalia's Beauty Institute

How do you want to look? What is your ideal? You can have this perfect look! Take classes at Natalia's Beauty Institute and learn how to look beautiful!

This week's class: *Beauty Through Cosmetics*

How can you make your eyes, your lips, your skin more beautiful?
Learn to choose and use the right cosmetics.
You can create a beautiful new face!

Next week: *This Is In!*
Learn how to lose weight and get a thin body for summer!

___ **1.** create	a. a perfect example of a person or thing
___ **2.** ideal (*n.*)	b. products to use on your face to look good
___ **3.** cosmetics	c. style, fashion
___ **4.** look (*n.*)	d. not fat
___ **5.** thin	e. to make something very special

4 USE YOUR READING SKILLS

A. Preview the article on page 69. Look at the title, the introductory material, the pictures, the captions, and the headings. Circle your answers.

1. What is the topic of the article?

a. art in the U.S.
b. famous American movie stars
c. American ideas about beauty for women

2. What do the headings tell you about?

a. different regions in the U.S.
b. different time periods in the U.S.
c. different ages of women in the U.S.

B. Use your preview to make predictions about the text. Circle your answers. As you read the article, check your predictions.

1. American women over the years (did/did not) think about their looks.

2. Fashions changed, and the ideal female body also (changed/stayed the same).

5 READ

For women in the U.S. in the 20th Century, the ideal of beauty changed many times. This article from a fashion magazine tells about these changes.

Fashion

American Beauty

The 20th century was a time of great change in the U.S. With every change in the country, the ideal of female beauty also changed. Fashion, cosmetics, and advertising companies influenced these changes. They gave[1] women new ideals to dream about, and lots of new products to buy.

The Early 20th Century



Early in the century, Charles Dana Gibson, an artist, created the "Gibson Girl." The Gibson Girl was tall and thin, and her hair was high on top of her head. She wore[2] a long skirt with a very small waist. Women looked at Gibson Girl pictures in magazine ads. They liked this ideal and wanted to match it. They wanted to buy clothes and style their hair like the pictures.

In the 1920s women had more freedom,[3] so the ideal changed to match. For the first time, hair and skirts were short. The ideal—the *flapper*—was thin and boyish.[4] In magazines and movies, flappers wore make-up. Women started to use the same makeup, and cosmetics companies started to grow!

Mid 20th Century



When American men returned from World War II, many people married and started families. At this time, a curvy, soft body was the ideal. The fashion was tight sweaters and skirts with small waists. Women used a lot of make-up and beauty products. Movie star Marilyn Monroe fit the ideal perfectly.

At this time, advertising started to have a greater influence because of television. TV commercials used ideals of female beauty to sell many types of products—cosmetics, cleaning products, and cars!

Late 20th Century and Today

In the 1960s and 70s, young people wanted to try a different kind of life. Young women wanted more freedom. In clothing, jeans were the fashion. In cosmetics, the "natural" look was popular—less makeup and straight hair. The ideal body was thin again.



At the end of twentieth century, there wasn't just one ideal of female beauty. This is also true today. Women usually find their own style now. With so many choices today, each woman can be her own ideal!

[1] **gave:** past tense of *give*
[2] **wore:** past tense of *wear*
[3] **freedom:** the ability to say and do the things you want
[4] **boyish:** similar to a boy

6 UNDERSTAND THE READING

A. Match the ideal to the time period.

Time period	**Ideal**
___ **1.** the early 20th century	a. tight sweaters and curvy bodies
___ **2.** the 1920s	b. the Gibson Girl
___ **3.** after World War II	c. the natural look
___ **4.** the 1960s and 70s	d. many different looks and styles
___ **5.** late 20th century and today	e. thin and boyish

B. Circle the correct word in each sentence.

1. The Gibson Girl was tall, confident, and (thin/natural).
2. Flappers wore their hair and their skirts (tall/short).
3. Women used the make-up, and the (advertising/cosmetics) industry started to grow.
4. After World War II, advertising started to have a greater influence because of (television/cosmetics).
5. In the 1960s and 70s, the "natural" look was popular—less (freedom/make-up) and straight hair.
6. With so many choices today, each woman can be her own (movie star/ideal)!

C. Work in a small group. Discuss the questions.

1. What are the fashions for women today?
2. Is beauty more or less important in the lives of women today?
3. What are the fashions for men today? Do fashions for men change?
4. Who or what influences your ideas about beauty and fashion? How?

7 WORK WITH THE VOCABULARY

A. In each word set, three words belong together. One word does not belong. Cross out that word.

1. thin	~~popular~~	tall	soft
2. skirt	jeans	short	dress
3. advertising	influence	cosmetics	fashion
4. beauty	ideal	look	make-up

B. Complete the sentences with a word from the box.

a. cosmetics	b. create	c. ideals	d. look	e. thin

1. The Gibson Girl was tall and ___, and her hair was high on top of her head.
2. TV commercials used ___ of female beauty to sell many types of products.
3. In the 1960s and 70s, the natural ___ was popular—less make-up and straight hair.
4. In the 1920s, women started to use make-up, and ___ companies started to grow.
5. Women today have many choices. They usually ___ their own style.

C. Choose two of the words from the box in B above. Write a sentence about your own life for each one. Then share your sentences with your classmates.

____

____

____

____

____

____

8 GET READY TO READ ABOUT: A Modeling Career

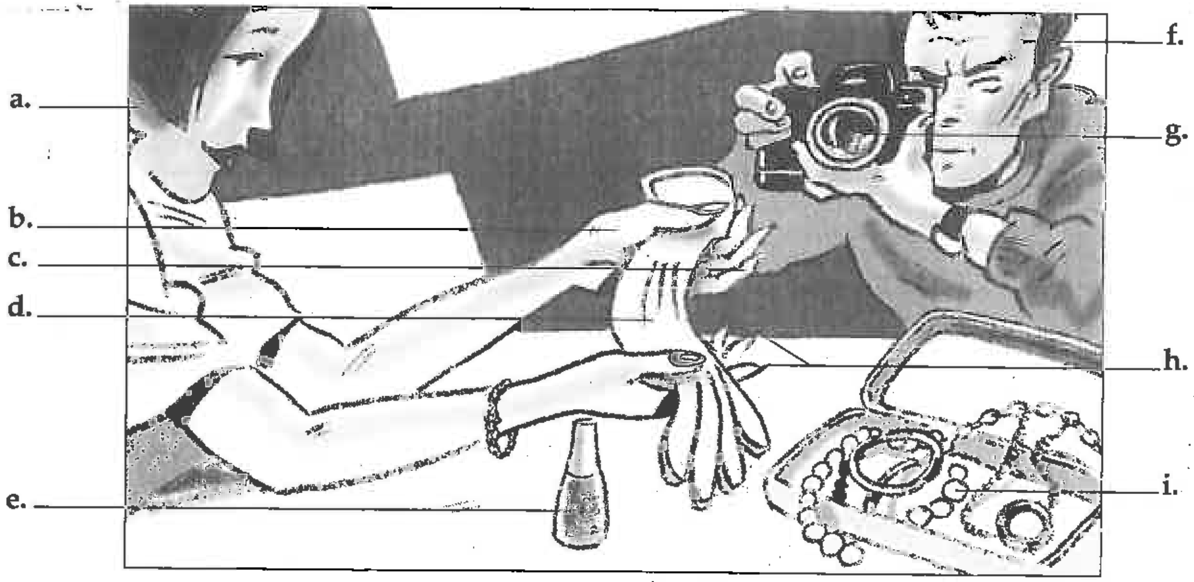
A. Take the quiz about modeling. Put an X under True or False. Check your answers in the answer key.

Models & Modeling

	True	False
1. Models have to be tall and thin.		
2. Men can be models.		
3. Some models model only their hands or feet.		
4. Models need to go to modeling school.		
5. Modeling is usually easy work.		

B. Match the words to the items in the picture. Check your answers with a partner.

1. camera ___ 2. finger ___ 3. hand ___
4. gloves ___ 5. jewelry ___ 6. model ___
7. nails ___ 8. nail polish ___ 9. photographer ___



9 WORDS YOU NEED

Read the job center information card on modeling. With a partner, guess the words with a similar meaning to the underlined words. Circle them.

Career: The Job of Modeling

Work description:

A model stands and moves to show clothing or products. He or she works with a photographer in photo shoots, for distance shots and close-up shots.

Getting started in this career:

- Have a resume and a portfolio of photographs. The portfolio should include photographs from modeling jobs.
- An agent is useful. This person can find work for you in magazines, advertising companies, and other businesses.

10 USE YOUR READING SKILLS

A. Preview the article on page 74. Look at the title, the introductory material, the pictures, the captions, and the headings. Circle your answer.

What is the topic of the article?

a. Kara Moore's career as a hand model
b. Kara Moore's opinion of hand modeling
c. Kara Moore's search for a hand modeling job

B. Use your preview to make predictions. Mark your predictions with an X. As you read the article, check your predictions.

Which questions does the article answer?

____ a. Is Kara Moore married and does she have children?

____ b. Does Kara Moore know famous models?

____ c. How does Kara Moore take care of her hands?

____ d. Is Kara Moore's work difficult?

____ e. How can readers take care of their hands?

11 READ

This article in a teen magazine is an interview with an unusual type of model.

Working with Her Hands

By Jamal Edwards

Last week I was in a cafeteria. The woman at the next table had gloves on, and she never removed them. She even had lunch with them on. I needed to know the reason for this, so I asked her. She laughed and explained, "I'm a hand model!" I wanted to know more. This week, hand model Kara Moore sits down for an interview with *Need To Know* magazine and tells me all about it.

The Life of a Hand Model



Kara Moore, hand model

Need To Know: Hi, Kara. Thanks for making time to talk to me.
Kara Moore: I'm happy to! This is fun.
NTK: First, explain something for our readers. What do hand models do?
KM: Usually, we work in magazine ads and TV commercials. My hands are in ads for dishwashing soap, nail polish, watches, jewelry . . . all kinds of products.
NTK: Do you ever work in movies?
KM: Sure. Some actresses have bad hands, unattractive hands. Sometimes they need a close-up shot of her hands doing something. They shoot, or take pictures of, my hands instead.
NTK: So tell me—to be a hand model, are beautiful hands enough?
KM: Beautiful hands are just the start! It takes a long time to learn how to do this well. You have to build a portfolio and keep[1] calling your agent. At photo shoots, you need to pay attention and keep still[2] for a long time. You also need to get along well with the photographer and all the people at the photo shoot. All day, every day, you have to be very careful and take good care of your hands.

Hand Care Advice from a Professional



Kara at work

NTK: Kara, a lot of our readers want to know . . . How do you take care of your hands?
KM: As you know, Jamal, I wear gloves most of the time. One scratch or broken nail, and I can lose a job.
NTK: Do you avoid certain things?
KM: Housework is very bad for the hands! Also, I'm always careful. Usually, people don't think about their hands. I think about my hands all the time.
NTK: And what do you do to make your hands beautiful?
KM: I always use sunscreen[3] and moisturizers[4] on my hands and nails. I also get help from hand and nail experts. I even do hand exercises!
NTK: Kara, before we finish, do you have any advice on hand care for our readers?
KM: Take care of your hands. You only have two of them!

[1] **keep:** to continue
[2] **keep still:** to not move
[3] **sunscreen:** a product to protect skin from the sun
[4] **moisturizer:** a product to help skin feel less dry

12 UNDERSTAND THE READING

A. Match the beginning of the sentences to the correct end of the sentences.

____ 1. Hand models work in commercials	a. when actresses have bad hands.
____ 2. In a photo shoot, models have to	b. build a portfolio.
____ 3. To take care of their hands, hand models	c. keep still for a long time.
____ 4. Hand models work in movies	d. wear gloves and avoid housework.
____ 5. To find good jobs, hand models need to	e. for soaps, nail polish, and jewelry.

B. Work in a small group. Discuss these questions.

1. Is modeling interesting work? Why or why not?
2. Imagine you want to be a hand model. Think about your usual activities. Which activities will you have to avoid or change?

13 WORK WITH THE VOCABULARY

Read Kara Moore's story below about her life as a hand model. Complete her story with words from the box.

a. career	**c.** housework	**e.** photographer
b. fashion	**d.** natural	**f.** scratch

Yesterday, I stayed home and did ___1. When I finished, my apartment was clean and I felt happy. But then I noticed a ___2 on my hand! At that moment the phone rang. It was my agent, and she had a job for me!

"A famous ___3 is taking pictures for a ___4 magazine, and he wants you! Don't wear nail polish. He wants a ___5 look for this photo. This job will be very good for your ___6."

I wanted the job, but I thought, "Oh, no! The scratch!" Luckily, they needed a perfect right hand, and the scratch was on my left hand. The job was mine!

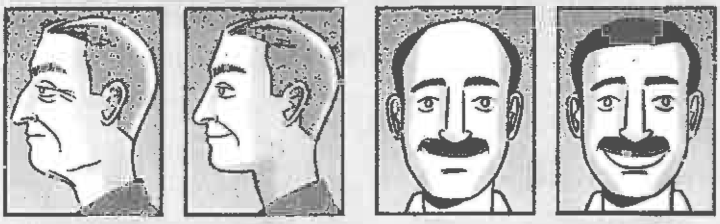
14 GET READY TO READ AND SHARE

Read the advertisement. Then discuss the questions below with your classmates.

COSMETIC SURGERY FOR MEN

DISCOVER THE POSSIBILITIES

FACE LIFT | **HAIR REPLACEMENT**



Before | After | Before | After

OTHER SERVICES:

- Remove fat from your stomach, legs, and arms with liposuction
- Improve the shape of your nose or chin
- Remove the wrinkles around your eyes

1. Think about the men you know. Are they interested in cosmetic surgery? Why or why not?
2. What is your opinion of cosmetic surgery for men? Why?

15 USE YOUR READING SKILLS

A. You are going to read one part of an article from a men's health magazine. Read the beginning of the article below. Then answer the questions.

Healthy Man Magazine

ARE YOU *FOR* OR *AGAINST* COSMETIC SURGERY FOR MEN?

Cosmetic surgery today is becoming easier, cheaper, and more popular with men. A lot of men have questions about cosmetic surgery. *Healthy Man Magazine* asked two men to present their opinions. Raj Singh is a lawyer from Portland, Oregon. He deals with public health problems. Alain Duchamp is a businessman from Tampa, Florida. He also volunteers as a job counselor for business school students. Here are their arguments for and against cosmetic surgery for men.

1. How is cosmetic surgery changing?
2. Who will present opinions in this article?

B. Preview Part A and Part B of the magazine article on pages 77 and 78. Then answer the questions.

1. What is Raj Singh's opinion of cosmetic surgery? for against
2. What is Alain Duchamp's opinion of cosmetic surgery? for against

Now choose one part of the article to read. Read Part A on page 77 *or* Part B on page 78.

16 READ PART A

The Wrong Approach

Raj Singh

Attitudes about cosmetic surgery are changing, and this is not a good thing. Cosmetic surgery is very popular today, but it still isn't safe. It isn't the same as getting a new haircut or coloring your hair! Surgery is surgery—it can be dangerous and has many risks.[1] People should avoid surgery—any kind of surgery.

Health risks are the most important reason not to get cosmetic surgery, but there are many others. After cosmetic surgery, people sometimes look unnatural.[2] They want to look better but instead they look worse. Also, some cosmetic surgery is very expensive. There are much better ways to spend your money.

People talk about the need for cosmetic surgery in the business world. This is their idea: Good looks help you, or give you an advantage. After a face-lift or liposuction, men feel better about themselves. They have more confidence. This may be true, but cosmetic surgery is the wrong approach. Confidence—not good looks—is the real advantage.

Men, you don't need cosmetic surgery to have more confidence. Accept[3] your big nose! Love your wrinkles! Go outside and exercise. Feel good about your healthy body, and don't think so much about your looks. Confidence will improve your life more than any cosmetic surgery.

[1] **risk (*n.*):** the possibility of something bad happening
[2] **unnatural:** not natural
[3] **accept:** decide something is OK

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

Focus Questions

1. What are the risks of cosmetic surgery?
2. According to Mr. Singh, what are some ways for men to get more confidence?
3. Find the word "advantage" in paragraph 3. Look at the context. What does "advantage" mean?

Cosmetic Surgery *Can* Help

Alain Duchamp

Attitudes about cosmetic surgery are different now for a good reason. Cosmetic surgery is different, and the world is different.

Negative opinions about cosmetic surgery are really about cosmetic surgery in the past. People with negative opinions don't understand the changes in cosmetic surgery. Cosmetic surgery today is easier, cheaper, and better. Every year, doctors improve their skills, and now risks[1] are small.

Cosmetic surgery helps people look better. When they look better, they feel better. Men exercise, go on diets to lose weight, color their hair, buy new clothes. Why is cosmetic surgery any different? Why is hair coloring OK, but not hair replacement? This doesn't make sense.[2]

Men, the best reason for cosmetic surgery is your career. Today's work world is very competitive.[3] Your looks influence people's opinion of you. Maybe this isn't a good thing, but it's true. Cosmetic surgery can help you, or give you an advantage. It can give you more hair, take away wrinkles, and make you look better. These changes make you feel better about yourself and give you more confidence. This confidence is the real advantage.

[1] **risk:** the possibility of something bad happening
[2] **doesn't make sense:** isn't good thinking
[3] **competitive:** difficult to do well in

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

Focus Questions

1. How is cosmetic surgery different today?
2. According to Mr. Duchamp, what is good about cosmetic surgery?
3. Find the word "advantage" in paragraph 4. Look at the context. What does "advantage" mean?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Complete the chart with information from your part of the article. Circle the writer's opinion. Then give three reasons for this opinion.

Opinion:
a. Cosmetic surgery is good.
b. Cosmetic surgery is bad.
Reasons for opinion:
1.
2.
3.

Share Your Information

Who can tell you about the other part of the article? With your partner, find another pair of classmates.

1. With your partner, share your answers from the chart above with the other pair of students.
2. Add details to support the writer's opinion.

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with your classmates.

1. Which opinion about cosmetic surgery for men do you agree with?
2. Do you feel differently about cosmetic surgery for women? Why or why not?

18 REFLECT ON: Beauty

A. Read these questions. Then read one student's answer.

1. Do people think too much about their looks? Explain.
2. Do people spend too much time and money on beauty and fashion? Explain.
3. Do ads for clothing and beauty products influence people? If yes, how much do they influence people?

People don't think too much about their looks. My friends and I think about our looks, but this is normal and fun. We like fashion, and we buy fashion magazines. We like to buy nice clothes. When I look good, I feel good, and I feel happy. Ads don't influence me too much. They give me good ideas, but I make my own decisions.

B. In a small group, discuss the questions.

1. Do you agree with some or all of this student's opinions? Which ones? Why do you agree?
2. Is this student typical or unusual? Why?
3. What are your answers to the questions in A?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.

Unit 6

Finding the Right Balance

In this unit, you are going to:

- read about finding the right balance in life in the U.S.
- learn to use comprehension questions to preview a text

WHAT DO YOU KNOW ABOUT FINDING A GOOD BALANCE IN LIFE?

A. Look at the picture. Which student has a better balance in her life? Which student is more like you? Discuss your answers with your classmates.



Sonya

I do my homework quickly the morning before class.

I hurry to class and eat a sandwich on the way.

I have too much work. I can never relax.

I never take vacations. I don't have enough time.

I study a little bit every afternoon.

I sit down for 15 minutes and eat a quick lunch.

I work a lot, but I find time for fun.

I try to take a vacation every year. It helps me relax.



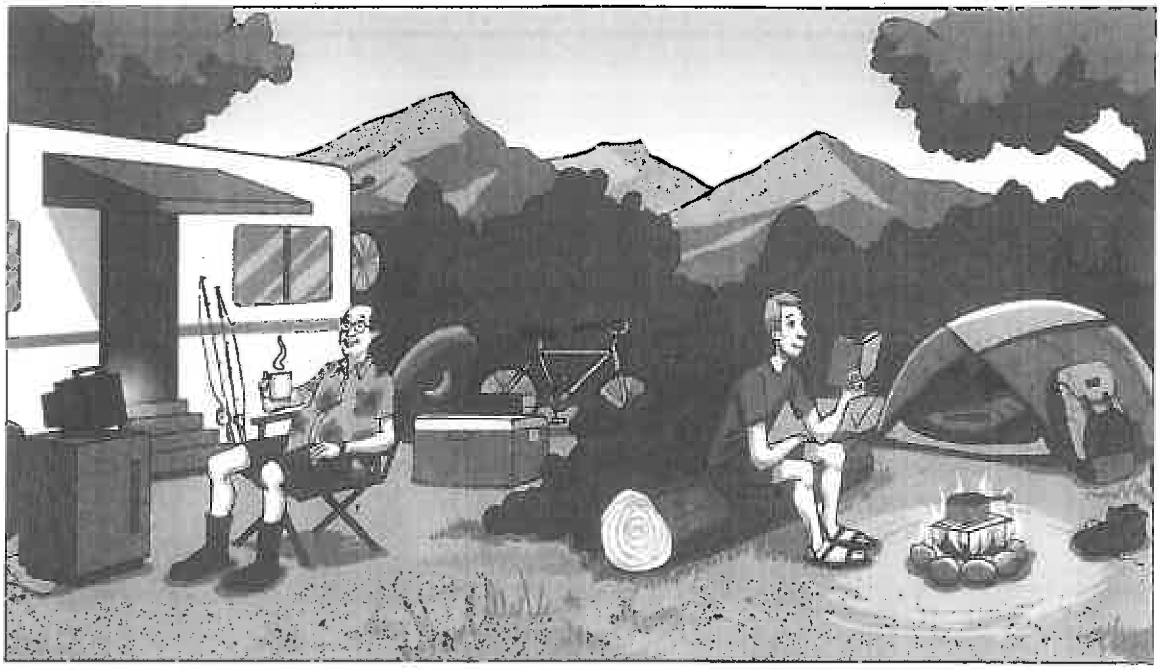
Linda

B. Read the questions and circle your answers. Discuss your answers with your classmates.

1. How do you like to study?
   a. I like to do homework and study for exams at the last minute.
   b. I like to do homework and study for exams a little every day.
2. What is your ideal work situation?
   a. work during the day and have time for fun activities in the evening
   b. work at night and have time for fun activities during the day
   c. work at home, and mix work with fun activities all day
3. What is your ideal vacation?
   a. to be relaxed and lazy all day every day
   b. to be active all day every day
   c. to have some active time and some lazy time

1 GET READY TO READ ABOUT: Finding the Right Balance in a Camping Vacation

A. Look at the picture. How is camping different for each person. How is it the same? Discuss your answers with your classmates.



B. Match the camping items and activities to the typical travel items and activities. Check your answers with a partner.

___ 1. tent (*n.*)	a. bed
___ 2. campfire	b. suitcase
___ 3. sleeping bag	c. hotel, motel
___ 4. trail	d. walk (*v.*)
___ 5. hike (*v.*)	e. sidewalk
___ 6. backpack (*n.*)	f. microwave

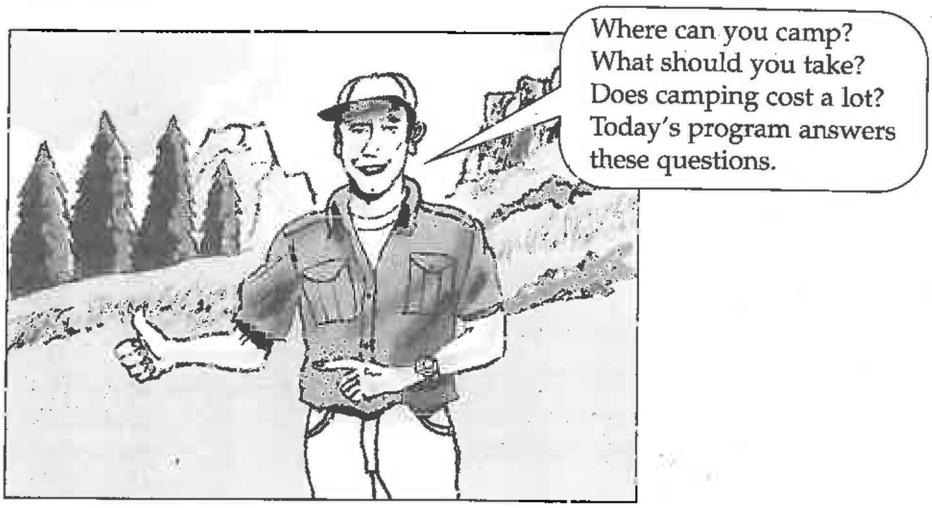
C. Work with your partner. You are planning a camping trip. Complete these two lists. Share your answers with your classmates.

Things to Take	Fun Things to Do
1. tent	1. swim
2.	2.
3.	3.
4.	4.

2 BUILD YOUR READING SKILLS: Previewing Comprehension Questions

Introduction

A. Look at the picture. Why is the announcer asking questions? Discuss this with your classmates.



B. The announcer's questions are like the comprehension questions at the end of a text. How can comprehension questions help you make predictions about a text?

Reading Skill

> **Comprehension questions** are usually at the end of a text. They help you check how well you understand the text. Before you read a text, preview the comprehension questions. Then as you read the text, <u>underline</u> the answers to the questions.

Practice Previewing Comprehension Questions

Read the comprehension questions below and then read the text. Underline the answers to the comprehension questions as you read.

> **Camping** You want to go camping. Your first question is: Where can I camp? There are three kinds of campgrounds in the United States: <u>campgrounds in national parks</u>, campgrounds in state parks, and private campgrounds. The U.S. government runs campgrounds in national parks. States run campgrounds in state parks. And companies run private campgrounds.

1. What are the three kinds of campgrounds in the U.S.?
2. Who runs the campgrounds in national parks?
3. Who runs private campgrounds?

3 WORDS YOU NEED

Read the sentences. Guess the meaning of the underlined words. Check your answers after you read the article on page 133.

1. We went camping because we wanted to be closer to <u>nature</u>.
   a. mountains, trees, rivers
   b. houses, offices, stores
   c. buses, trains, cars

2. This hiking trail is very hard, but that's OK. I like <u>challenges</u>.
   a. silly but fun activities
   b. difficult but interesting activities
   c. old but true activities

3. I don't like to camp. I like the <u>comforts</u> of home—a soft bed, a shower, a refrigerator.
   a. things to make life easier
   b. things to decorate your home
   c. things to help you clean

4. My daughter's job is to hike the trails and help people. That's not my job. For me, hiking is only <u>recreational</u>.
   a. for education
   b. for fun
   c. for money

4 USE YOUR READING SKILLS

A. Preview the article on page 85. Answer the questions.

1. What is the topic of the reading?

   ____

2. What are the three types of camping?

   ____

   ____

   ____

B. Preview the comprehension questions on page 86 and predict the answers. As you read the article, underline the answers in the text.

5 READ

This article from the travel section of the newspaper is about finding the right balance of comfort and challenge in a camping vacation.

TravelNews

THE CHALLENGES AND COMFORTS OF CAMPING
Which Balance Is Right for You?

Camping vacations help people relax and enjoy nature, but people relax in different ways. Luckily, there are different kinds of camping in the United States. Each offers a different balance of comfort and challenge.

Recreational camping



Recreational camping lets you experience the beauty of nature and also have many comforts. Recreational campers usually camp in RVs (recreational vehicles) and stay at private campgrounds. This kind of camping can cost a lot. RVs are expensive to buy, but you can rent one for much less money.

Some RVs have all the comforts of home—nice kitchens, bathrooms, living rooms with TVs, and much more. With recreational camping, you can hike, swim, and fish all day and then relax with a movie in the evening.

Tent camping

You don't need an RV to go camping. You can use a tent. Tent campers usually stay at campgrounds in national and state parks. These campgrounds usually have buildings with bathrooms and showers for campers to share. Most tent campers cook their own meals over a campfire or on a camp stove.

Tent camping is great for families and beginning campers. It combines[1] some challenges with some comforts. Tent camping is less expensive, but you need to buy some equipment—for example, a tent, sleeping bags, and a camp stove.

Wilderness camping



With wilderness[2] camping, there are few comforts, no electricity, and no bathrooms. Wilderness campers don't stay in campgrounds with other people. They go off alone in national or state parks or special "wilderness areas." They carry their own food and equipment, and they sleep in tents or sometimes under the stars.

Sometimes wilderness campers have to deal with the risks and challenges of extreme[3] weather or wild animals. Because there are more risks, wilderness camping is for experienced campers—it is not a good idea for beginners.

Recreational, tent, and wilderness camping each offers a different balance of challenge and comfort. When you plan your camping vacation, choose the right balance for you.

[1] **combine:** to put together
[2] **wilderness:** area of land with no people, often with many trees and animals
[3] **extreme:** very strong or bad

6 UNDERSTAND THE READING

A. Circle the correct answers. For some questions, *more than one* answer is correct.

1. Which type of camping can you usually find at private campgrounds?
   a. recreational camping
   b. tent camping
   c. wilderness camping

2. In which type of camping do campers sleep in tents?
   a. recreational camping
   b. tent camping
   c. wilderness camping

3. Which type of camping usually offers campers shared bathrooms and showers?
   a. recreational camping
   b. tent camping
   c. wilderness camping

4. Which type of camping has the most risks?
   a. recreational camping
   b. tent camping
   c. wilderness camping

5. Which type of camping offers a balance of comfort and challenge?
   a. recreational camping
   b. tent camping
   c. wilderness camping

B. Work in a small group. Imagine the situation and discuss your answers. Then share your ideas with your classmates.

You worked really hard this year. Now it's summer and you're planning a camping vacation. You can do any kind of camping. Think about the different balances of challenge and comfort. Which type of camping do you want to do? Why?

7 WORK WITH THE VOCABULARY

A. Complete the e-mail message with the words in the box. Use each word one time.

a. challenges	b. comforts	c. nature	d. recreational	e. supplies

From: Suzanna Viera
To: Alexa Franklin
Subject: Our family vacation

Hey, Alexa! Your vacation on the beach sounds so relaxing! We're planning our vacation now. Our vacation doesn't sound relaxing.

Last year we went on a ________ (1) camping trip. We rented an RV and stayed in a beautiful campground. That RV had lots of ________ (2), including air conditioning and a DVD player. I loved it! This year, the kids want more ________ (3). For them, a vacation in ________ (4) isn't enough. They want a vacation in the wilderness! So last weekend we packed a tent and lots of ________ (5) and we went on a one-day "practice trip." We learned an important lesson—camping is hard work! Maybe the beach is a better idea!

B. Understand the meaning of the words and phrases from context. Look back at the article on page 85. Choose words from the box with a similar meaning.

a. be away from other people	b. expensive	c. not a beginner

	Words in the text	Similar meaning	Paragraph
1.	cost a lot		2
2.	go off alone		6
3.	experienced		7

8 GET READY TO READ ABOUT: Finding the Right Balance in Your Study Habits

A. **Take this quiz about your own study habits. Put an X under Yes or No. Discuss your answers with a partner.**

Your Study Habits

	Yes	No
1. Do you have a good place to study?		
2. Do you study every day or week, not just before tests?		
3. Do you take breaks when you're studying?		
4. Do you get nervous when you take an exam?		
5. Do you find time for fun activities?		

B. **Which of these phrases do you know? Put an X next to them. Ask your classmates about the other phrases, or look them up in a dictionary.**

___ study habits ___ make a schedule

___ study break ___ review (for an exam)

___ take an exam ___ take notes

C. **Work in small groups. Put the phrases from B into the categories below. Some phrases can go in *more than one* category. Think of other words and phrases for the categories and add them to the chart. Compare your list with the other groups.**

Classes	Homework	Studying for exams

9 WORDS YOU NEED

Guess which word is best for the sentences. Compare your answers with a partner.

1. My counselor gave me a good ___: always arrive a little early to class to get the best seat.

   a. test b. tip c. break

2. There are many ___ for taking good notes in class. Some people use different colors. Some people use spaces and indents. Some people record the lesson on a tape recorder.

   a. techniques b. answers c. results

3. Before an exam, she feels very nervous and worried. She feels ___ about exams.

   a. anxious b. lucky c. silly

4. He studies for a long time every day, but he ___ every hour.

   a. learns a technique b. is on his own c. takes a break

5. You shouldn't ___ the night before a test. It's better to study a little every day.

   a. review b. take notes c. cram

10 USE YOUR READING SKILLS

A. Preview the brochure on page 90 and make predictions. Answer the questions.

1. What is the topic of the text? ______________________________

2. What will the brochure discuss? Mark your predictions with an X.

   ___ a. study habits
   ___ b. taking exams
   ___ c. deciding which classes to take
   ___ d. finding the right school
   ___ e. exercises to help you relax

B. Preview the comprehension questions (only the questions) on page 91. Predict the answers. As you read the article, underline the answers to the questions in the text.

11 READ

This college brochure is for new students. It gives students tips on studying with more success.

Finding the Right Balance Between Studying and Fun

Welcome to college! We hope you have a lot of success in your studies, and we want to help you.

The most important thing for a student is good study habits. What are good study habits? The answer is different for each person. This information can help you to find *your* answer.

Which Study Habits Are Best for You?
Think about your study habits. Which work well for you, and which do you want to change? Here are some questions to ask yourself:

When do I study best?
Most people study better during the day, but some people study better at night.

How often do I take study breaks?
Breaks help people relax and focus. There are many relaxation techniques. When your body feels tense,[1] try this relaxation exercise.



Relaxation technique

Where do I study best?
Many people study best alone in a quiet place, but others study better with music on or with other people near them.

What balance do I have between studies and fun?
Does this balance work well for you? Some fun helps you to study better. Too much fun can be dangerous!

Tips for Studying for Exams
Studying for exams can make you feel anxious—nervous and worried. Here are some helpful tips to keep in mind.[2]

Don't cram!
You can't study everything the night before the test. A much better technique is to study a little every day.

Focus on important topics
Most teachers give study guides or review questions to their students before a test. Focus on that material.

Fight negative feelings
It's normal to feel anxious before a test. Try these techniques to help you relax:

Visualization: In your mind, get a picture of the day of the exam. In this picture, you are at your desk. You are taking the test, and you are doing well.
Self-talk: When you feel anxious, stop and say, "I know the material. I can do well." Positive self-talk can help you feel confident.

Studying and taking tests can be easier when you have good study habits. Try all these techniques then choose the right ones for you. Remember to balance your studies with relaxation and fun activities. Good luck!

[1] **tense:** not relaxed; stiff
[2] **keep in mind:** always remember

12 UNDERSTAND THE READING

A. Circle the correct answer.

1. What are good study habits for college students?
   a. Always study with friends.
   b. Never study with music on.
   c. They are different for each student.

2. What question should you ask yourself about your study habits?
   a. When do I study best?
   b. Why do I need to study?
   c. Which classes should I study for?

3. How can study breaks help you?
   a. They can help you to remember information.
   b. They can help you get exercise.
   c. They can help you relax.

4. When you study for an exam, how can you fight negative feelings?
   a. Cram for the exam.
   b. Use visualization.
   c. Don't review.

5. When should you move your shoulders in a circle?
   a. when you need to relax
   b. when you cram for an exam
   c. when you find time for fun activities

B. Think about your study habits. Which habits are good? Which habits do you want to change? How can you change your bad study habits? In your notebook, write down three of these habits. With a partner, discuss them. Then write your answers.

Example: *I start studying after dinner.* ➝ *I want to start studying in the afternoon.*

13 WORK WITH THE VOCABULARY

Match the words and their descriptions.

_d_ **1.** anxious	a. Marion wants to remember material, so she writes it down. This is her way to review.
___ **2.** cram	b. Takeshi is studying, but he stops every hour for a few minutes.
___ **3.** take a break	c. Shawna didn't study much this semester. She has to study all night for the test tomorrow morning.
___ **4.** a technique	d. In exams, Martina feels nervous and worried and her body gets tense.

14 GET READY TO READ AND SHARE

Work with a partner. Look at the picture and read the situation. Discuss the questions. Then share your answers with your classmates.

Jessica works in an office. She's good at her job, but it doesn't interest her. She likes to be outside, to work with people, and to be active. Jessica wants to change jobs to balance her work life and her interests. Which job is best for Jessica? Why?



15 USE YOUR READING SKILLS

A. You are going to read one part of a magazine article about finding the right balance in work. Read the beginning of the article below. Then answer the questions.

Balancing Work and Interests

WHICH JOB IS RIGHT FOR YOU?

Do you need to find a better balance between your work life and your interests? You are not alone. Many people feel this way. Sometimes, finding a good balance means making a change in your job or your life, or both! The people in these stories changed their lives to find that perfect balance between work and interests.

1. Is it unusual for people to want a better balance between their work lives and their interests?
2. What kinds of changes do people sometimes make to find that balance?

B. First, preview Part A of the article and the Focus Questions on page 93. Second, preview Part B of the article and the Focus Questions on page 94. Then answer the questions below.

1. When Octavia changed her life, what did she do?
2. When Alayne and Steve changed their lives, what did they do?

Now choose one part of the article to read. Read Part A on page 93 *or* Part B on page 94.

16 READ PART A

Two Years in Africa



Volunteering in Africa

Octavia was a physics[1] student at a college in Texas. She liked physics and wanted to use her skills, but physicists[2] usually work on computers in offices. Octavia wasn't ready to sit at a desk all day every day. She was young and full of energy. After graduation, she wanted to use her skills, but she also wanted adventure.[3]

One day, there was a sign in the Student Center for the Peace Corps. The Peace Corps is a United States government organization. It sends volunteers to other countries to help people in different ways. Peace Corps volunteers teach, help farmers, and train people to use computers. Octavia went to a meeting to learn more about it. The day after graduation, she joined the Peace Corps!

Octavia went to Niger, in Africa. She taught physics in a high school. She also helped repair[4] buildings in the town. She even helped farmers build better farm equipment. Octavia used her physics skills in very interesting ways. She worked hard, but she also visited beautiful places and met wonderful people.

After two years in Niger, Octavia was an experienced physicist. She returned to the United States and found a job with a small company. Her company makes products to help communities around the world. Octavia works in an office, but she also travels a lot. Octavia found the perfect balance between her work and her interests.

[1] **physics:** the science of natural forces like light, sound, and weight
[2] **physicist:** an expert in physics
[3] **adventure:** excitement and unusual activities
[4] **repair:** to make an old or damaged thing useful again

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

Focus Questions

1. Why didn't Octavia want to get a job as a physicist?
2. How did she use physics in Niger?
3. What does she do now?

The Rolling Dog Ranch Animal Sanctuary


Working with animals

Alayne and Steve both loved nature and animals, but they worked long hours in an office. They lived in Seattle, Washington, and worked for a large company. Their jobs were OK and they earned a lot of money, but they didn't feel satisfied.[1] They needed to make money, but they also wanted to work with animals.

One summer, Alayne and Steve went on a hiking vacation in Montana There was an ad there: Land For Sale. They decided to buy the land and live on it when they retired.[2] They planned to start a sanctuary[3] for animals. Back in Seattle, Alayne and Steve thought about their land and their plan. They asked themselves, "Why wait?" They decided to go to Montana that same year!

Soon Alayne and Steve were in Montana—with dogs, cats, chickens, sheep, cows, donkeys, horses, and pigs. They call their home *The Rolling Dog Animal Sanctuary*. The animals at the sanctuary are old and sick. Some of them are disabled[4] in some way—for example, they can't see, hear, or walk. Alayne and Steve care for these animals, and they are safe and happy.

Alayne and Steve love *The Rolling Dog Animal Sanctuary*. They earn less money, but they work with animals. Their lives finally have the right balance, and they feel satisfied.

[1] **satisfied:** the feeling of having enough, happy
[2] **retire:** to stop working, usually because of age
[3] **sanctuary:** safe place
[4] **disabled:** not able to use a part of the body well

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

Focus Questions

1. How did Alayne and Steve feel about their jobs in Seattle?
2. What do they do at *The Rolling Dog Animal Sanctuary*?
3. How do they feel now? Why?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Complete the chart with information from your story.

Title of the story: ______________________________

1. Who is the story about?

2. What was the situation at the beginning of the story?

3. What did she/they do about the situation?

4. What was the situation at the end of the story?

5. What kind of balance did she/they find?

Share Your Information

Who can tell you about the other story? Find another pair of classmates.

1. With your partner, tell the other pair of students about your story. Use the chart above.
2. Add some other details from your story.

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with your classmates.

1. Do people have to change jobs to find a good balance in life?
2. What other kinds of changes can people make to find a good balance?

18 REFLECT ON: Finding the Right Balance

A. Read these questions. Then read one student's answers.

1. Did you, a friend, or a family member do something to get a better balance in life? Who?
2. What was the situation before?
3. What did this person do to change it?
4. What was the result?

I am a quiet person. In the past, I never talked much at parties. I stayed home a lot, but I wanted to go out and have fun. I wanted more friends, but I was afraid to talk to people. Then I went to an acting class. This was a big challenge for me, but I decided to do it. I was very anxious in the beginning, but the class was fun and I found new friends. Now, I am much more comfortable with people. Sometimes I still stay home, but I also go out with my friends a lot. My life has a good balance now, and I'm happy.

B. In a small group, discuss the questions.

1. How was this student's life not in balance?
2. What did he do about it?
3. In what ways is his life more balanced now?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.

Unit 7

That's Entertainment!

In this unit, you are going to:

- read about entertainment in the U.S.
- learn how to ask questions while you read

WHAT DO YOU KNOW ABOUT ENTERTAINMENT IN THE U.S.?

A. Look at this page from a newspaper. Which activities interest you? Which activities don't interest you? Discuss your answers with a partner.

EntertainmentNews

Activities Around Town This Weekend

Film

Classic Film Festival, Fri.-Sun. *See the Movie Reviews section for a complete listing.*

Sports

High School Football: Come to Springer Field and cheer for the Tigers! Friday, 8 p.m. $10 at the gate. (Also broadcast on Channel 73)

City League Soccer: Game on Sunday, noon, Simms Field. Want to play? $5 to join, come to practice Sat., 9 a.m.

Music

The Angry Puppy Band: Baxter Ballroom, Friday, 9 p.m. Tickets on sale at the box office. $30 in advance, $35 at the door.

Concert in the Park—*Oak Valley Band*: Mariposa Park, Saturday, 2 p.m. Free.

Theater

The Three Sisters: Westbury Community Theater, Saturday, 8 p.m. $12 at the door.

B. Think about these questions. Discuss your answers with your classmates.

1. What do you often do for entertainment when you are by yourself? What do you do with family and friends?
2. What is your favorite type of entertainment? Why?

1 GET READY TO READ ABOUT: Watching Television

A. Take this quiz. Guess the answers.

TV Viewing Habits in the United States

1. How many homes have at least one TV?	a. 50%	b. 78%	c. 99%
2. How many 8–12-year-olds have TVs in their rooms?	a. 21%	b. 46%	c. 65%
3. How many hours a day do 8–17-year-olds watch TV?	a. 2	b. 3	c. 5
4. How many hours a day do adults watch TV?	a. 1–2	b. 3–4	c. 5–6

B. Which of these words and phrases about TV do you know? Put an X next to these words. Ask your classmates about the other words, or look them up in a dictionary. Then add two words.

___ TV set

___ TV program (TV show)

___ commercial

___ TV viewers

___ TV station

___ remote control

____

____

2 BUILD YOUR READING SKILLS: Asking Questions While You Read

Introduction

A. Look at the cartoon. What is the woman asking herself? Why?



B. How can asking questions about a text help you understand it?

READING SKILL

Asking questions while you read helps you make predictions. Read one part of the text. Then ask yourself: *What did I learn? What will the next part be about?*

Practice Asking Questions While You Read

A. Read the first paragraph. Make a prediction about the next part. Circle your answer. Then read the next part and check your answer.

The Problems with Television

Educational television programs like Sesame Street are very good for children. They help young children learn. Television can also have a bad influence on children. This paper discusses some of the problems with TV for children.

What will the next part discuss?

a. a children's program on TV

b. a bad thing about TV for children

Children need to be active. They need to play outside and spend time with other children. Some children spend many hours in front of the TV and don't get enough exercise. This can cause children to gain weight and become fat. Childhood obesity, or very high weight, is increasing in the United States. TV is part of this problem.

B. What might the next part of the text in A be about? Discuss your predictions with your classmates.

3 WORDS YOU NEED

Read the sentences. Guess the meaning of the underlined words. Circle the words with a similar meaning. Check your answers after you read the article on page 134.

1. Experts have many <u>concerns</u> about TV. For example, when children watch too much TV, they don't get enough exercise.
   a. worries
   b. studies
   c. activities

2. One of the harmful <u>effects</u> of TV is childhood obesity. Children don't play enough, and they gain weight.
   a. reasons
   b. results
   c. decisions

3. Some children don't like to watch TV, but the <u>average</u> child watches TV a lot.
   a. typical
   b. young
   c. teenage

4. Many TV programs show too much <u>violence</u>. These programs can give children wrong ideas about behavior.
   a. guns, fighting, and death
   b. comfort, challenge, and risk
   c. tips, techniques, and information

5. The people on TV shows usually have a lot of money. In <u>reality</u>, most people don't have a lot of money.
   a. real life
   b. life on television
   c. childhood

4 USE YOUR READING SKILLS

A. Preview the article on pages 101–102 and make predictions. Answer the questions.

1. What is the topic of this article? ______________________
2. Under which heading of the article will you find this information?
   a. Many people watch TV. Surveys on TV Viewing Habits
   b. TV can give us a lot of useful information. ______________________
   c. TV has many bad programs for children. ______________________

B. Read the article on page 101. As you finish each part, make a prediction about the next part. Then read the next part and check your prediction.

5 READ

TV is an important part of life in the U.S., but is this good or bad? This article from a popular news magazine looks at the effects of television.

The Effects of Television: *Negative or Positive?*

Television is the most popular type of entertainment in the United States. Because TV is so popular, it is important to learn about TV viewing habits and to understand the effects of TV on people's lives.

1. What will the next part discuss?
   a. other popular types of entertainment
   b. facts about TV viewing habits

Surveys on TV Viewing Habits

Information from surveys about TV viewing habits in the United States is interesting. Almost every home has a TV set; many homes have several. Some children watch many hours of TV every day, but the average child watches about 3 hours a day. The average adult watches even more. What is the result of all this TV viewing? Some scientists are studying this, and they have real concerns about it.

2. What will the next part discuss?
   a. opinions about TV programs
   b. concerns about TV viewing

TV Viewing in the United States

- Homes with one or more TVs: **99%**
- Homes with three or more TVs: **66%**
- 8–12-year-olds with a TV in their room: **46%**
- 13–17-year-olds with a TV in their room: **56%**
- Average hours of TV viewing for children: 3 a day (20 a week)
- Average hours of TV viewing for adults: 3–4 a day (25 a week)

Source: Center for Media Literacy

The Negative Effects of TV

The biggest concern for scientists is time. American spend many hours a day in front of the TV. When people watch too much TV, they don't have balanced lives. They don't exercise, read, or spend enough time with friends and family.

Another concern is violence. Many people don't want guns, fighting, and death in their living rooms. In their opinion, violence on TV gives children wrong ideas. In reality, violence is not acceptable[1] in most situations, but TV makes it seem acceptable and normal. This can lead to behavior problems at school.

Of course, children do not have to watch programs with violence in them. There are many other options.[2] TV has many interesting and educational programs for children and adults.

3. What will the next part discuss?
   a. some good things about TV
   b. more concerns about TV

continued

[1]**acceptable:** allowed, good for a situation
[2]**option:** choice

The Positive Effects of TV

Television can have positive effects on people's lives. It can be informative and educational. With so many TV channels, people can get lots of information about many topics. On TV, people learn about other cultures, other places, and other times in history. It gives viewers a bigger and better understanding of people and ideas.

TV also provides relaxation and entertainment for very little money. Relaxation and entertainment are important for health and happiness.

Television offers people many entertainment and information options. But, people must make their own decisions about the types of entertainment and information on their TVs. Their choices can have both positive and negative effects on themselves and their children. When people make good choices about television viewing, the positive effects will certainly be greater than the negative effects.

6 UNDERSTAND THE READING

A. Complete the chart with words from the box.

a. educational b. entertaining c. informative d. relaxing ~~e. unhealthy~~

Example	Effect
1. Their kids watch TV shows with a lot of violence. Now, their behavior in school is not good.	TV can be _e_
2. Danilo had a long, difficult day at work. Now he's home and can watch some TV.	TV can be ___
3. Tonight's program is really funny. The whole family is laughing.	TV can be ___
4. Yesterday, Paul watched a show on Cuban cooking. Now he's cooking some Cuban food.	TV can be ___
5. My husband and I want to travel to Egypt. We watched a show about Egypt last night, and it answered a lot of our questions.	TV can be ___

B. Look back at the quiz on page 98. Answer the questions again using the information from the article.

C. Think about the information in the article and your own TV viewing habits. Then work in a small group and answer the questions.

1. Do Americans watch too much TV? Why or why not?
2. About how many hours a day do you watch TV? Is that too much?
3. What are some positive and negative effects of TV in your life?

7 WORK WITH THE VOCABULARY

A. Look at the table of contents from a magazine for parents. Complete the titles of the articles with words from the box. The descriptions of the articles can help you.

a. average	b. concerns	c. effect	d. reality	e. violence

Good Parents Magazine

This month's topic: Some ___ About Children and Television Today

Parents today worry about television. Do experts also worry? We find out.

Page 3 — Does the ___ Child Watch Too Much Television?
Does the typical child spend too much time in front of the TV?
We compare school kids across the United States and talk to experts.

Page 10 — Does ___ on TV Have a Negative ___ on Children's Behavior?
People on TV hurt each other. Kids see this. What's the result? Psychologists give their opinions.

Page 21 — TV Life and ___: Are Children Getting a Wrong Idea about Real Life from TV?
We ask kids for their ideas about money, homes, and jobs—are they the same on TV as in real life?

B. Complete the chart with the missing adjectives and nouns. Look back at the article on pages 101–102 to find the correct forms.

Noun	Adjective	Paragraph
1. entertainment	entertaining	1
2. balance		3
3.	real	4
4. education		6
5. information		6

C. Choose two of the missing words from B. Write a sentence for each one. Then share your sentences with your classmates.

8 GET READY TO READ ABOUT: Small-town Entertainment

A. Which activities do you enjoy? Mark your answers with a tick mark (|). Then work in a small group and survey the other students. Record all the responses with tick marks (𝍸). Share your results with the class.

Do you enjoy . . .	Yes	No
1. playing sports		
2. going dancing		
3. doing arts and crafts		
4. going hiking and camping		
5. going to the movies		
6. going to sports events		

B. Match the words to the people and things in the picture. Guess the answers. Check your answers after you read the article on pages 105–106.

1. band ___ 2. contest ___ 3. crops ___ 4. farmer ___

a.
b.


c.
d.

9 WORDS YOU NEED

Read the definitions. Then complete the sentences with the correct definition.

a. boring	not interesting
b. event	any planned, special thing, like a football game or a play
c. opportunity	a special chance to do something
d. lose	to not win

1. In high school, he had the ___ to sing in a big contest. He won first prize!
2. The fair is opening next week! It's a big ___ in our town.
3. I like to go to the football games at the high school. Sometimes they win and sometimes they ___, but it's always a fun evening.
4. She likes to play sports and watch games. For her, movies and theater are not interesting. They are ___.

10 USE YOUR READING SKILLS

A. Preview the article on pages 105–106 and make predictions. Answer the questions.

1. What is the topic of this article? ____________________
2. Is the writer from a big town or a small town? ____________________

____

B. Read the article. As you finish each part, read the questions and circle a prediction. Then read the next part and check your prediction.

11 READ

In this tourism magazine, writer Annie Srisai remembers her life in a small town and discusses her favorite activities.

Big Fun in a Small Town



I was born in a small town, but now I live in a city. My friends here sometimes ask me: Is life in a small town boring? I always answer, No! In a small town, there are many entertaining activities. People do these activities together, and that makes the community stronger. A good example of this is high school football.

1. What will the next section discuss?
   a. high school football as entertainment
   b. stories of high school football players

Our high school football team plays every Friday night in the fall. The whole town comes to the football field—not just the students and their families, but everyone. The band and the cheerleaders help people cheer on[1] the team. Winning is important, but even when the home team loses, the game is an opportunity to talk to friends and have fun together.

High school football games happen every week, but another fun activity, the county fair, only happens once a year.

2. What will the next section discuss?
   a. activities at the county fair
   b. the dates and times of the county fair

The big event of the summer in my community is the county fair. In the past, county fairs were places for farmers to show and sell their crops and animals. Today, they are much more! At today's county fairs you can still find prize-winning animals and crops, but you can also find crafts, lots of food, rides, games, and many exciting contests.

County fairs are like their communities. When communities change, county fairs change. County fairs across the United States now have even more kinds of crafts and foods because of the immigrants in their communities. For example, in my community, there are now a lot of people from Thailand. At the fair, they perform[2] beautiful Thai dances. People love to watch the dances. In fact, people in our community enjoy many types of theater and shows.

3. What will the next section discuss?
   a. theater and shows in a small town
   b. immigrant groups in small towns

The community theater in my town is very popular. My whole family worked in the community theater, and my parents still work there. The community theater gives people in the town the opportunity to be actors and to entertain lots of people in the community. Sometimes, actors or musicians from other towns come to the theater. They perform for one or two nights, and almost everybody goes to see them.

Some people say: Life in a small town is too boring. Well, those people never visited MY town. My mind is full of wonderful memories[3]—memories of high school football games, county fairs, theater, and memories of being part of a community.

[1] **cheer on:** shout and show support for
[2] **perform:** to do a show for other people
[3] **memories:** things that you remember

12 UNDERSTAND THE READING

A. Circle the correct answer.

1. The writer thinks activities in small towns ___.
   a. are not very interesting
   b. give people a feeling of community
   c. are very similar to activities in cities

2. High school football games are important because ___.
   a. people in the community can get together, talk, and have fun
   b. players can cheer on the band and cheerleaders
   c. schools use the money for books and other supplies

3. County fairs today are different from early county fairs because ___.
   a. fairs today have farm products
   b. fairs today have rides and games
   c. fairs today are in cities

4. Community theater is ___.
   a. a place for high school football games
   b. a place for farmers to sell their crops
   c. a place for people in the town to be actors for fun

B. Work in a small group. Discuss these questions.

1. Which has more entertaining activities—a small town or big city?
2. Which has a greater feeling of community—a small town or big city?
3. Which do you prefer—small towns or big cities? Why?

13 WORK WITH THE VOCABULARY

Circle the correct word in each sentence. Check your answers with a partner.

1. This play is very (boring/entertaining). I'm not interested in it at all. Let's leave.
2. July 4th is a big (event/opportunity) is our town. We plan many special activities and have fun contests for the kids.
3. Sammi is a very good dancer, but in our small town she doesn't have many (opportunities/prizes) to perform. She's moving to the city.
4. My father is always in the hot dog eating contest. Every year, he tries to win, but he always (wins/loses).

14 GET READY TO READ AND SHARE

Read the movie advertisement. Guess the meaning of the underlined words. Discuss your answers with your classmates.



15 USE YOUR READING SKILLS

A. You are going to read a review for the movie *Jaws*. First, read the summary of the movie from a movie Web site below. Then answer the questions.

File Edit View Tools Help

Back Forward Stop Refresh Home



Jaws

Year: 1975 **Director:** Steven Spielberg **Category:** Adventure/horror

Main characters: Actor Roy Scheider, as Police Chief Martin Brody
Actor Robert Shaw, as boat captain Quint
Actor Richard Dreyfuss, as shark expert Matt Hooper

The Story: A shark attacks and kills a teenage girl near the town of Amity. The Amity Police Chief wants to close the beach, but the people in the town government want to keep the beach open. Many tourists come to Amity for vacation every summer, and the town doesn't want them to leave. The beach stays open, and the shark kills again. Now the town must do something. They hire Quint to kill the shark. Quint, Brody, and a shark expert, Hooper, go out in Quint's boat to find the shark. Can they save the town of Amity from the killer shark?

1. Why doesn't Amity want to close its beach?
2. Who is Quint? What did the town hire him to do?

B. Preview Review A and Review B on pages 109 and 110. For each review, look at the reviewer line, summary line, and the focus questions. Then answer these questions.

1. What is Victor's opinion of Jaws? a. positive b. negative
2. What is Erik's opinion of Jaws? a. positive b. negative

Now choose one review to read. Read Review A on page 109 <u>or</u> Review B on page 110.

16 READ REVIEW A

Reviewer: Victor
Summary: One of the greatest horror movies!

Jaws is an almost perfect horror movie. The story is great—it's full of suspense.

What *isn't* perfect? The special effects. Now movies use computers for special effects. *Jaws* is from 1975. The shark is a mechanical[1] shark, and it doesn't look real. Spielberg had many problems with the mechanical shark. He finally decided to show the shark just a few times. But, in my opinion, this is fine. There's even more suspense because you *don't* see the shark much.

Jaws is a great movie because it's so much more than just a horror movie. The three main characters (Brody, Quint, and Hooper) are very different from each other. This makes the relationship between them interesting. When you watch the movie, you care about the characters, so you feel frightened for them.

You can watch *Jaws* many times. Each time, when the men go out in the boat, you feel frightened again!

[1] **mechanical:** machine

Who can answer these questions about Review A with you? Find a partner. Answer the questions.

Focus Questions

1. What isn't perfect about Jaws? Why?
2. What makes Jaws a suspenseful movie?
3. What makes Jaws a great horror movie?

16 READ REVIEW B

Reviewer: Erik
Summary: OK but not great

Most people don't agree with my opinion, but here it is: *Jaws* is *not* a great movie.

It has good suspense, that's true. When I watched *Jaws*, I was afraid most of the time. *Jaws* was scary, but it was also silly.

There are several problems with this movie. That mechanical[1] shark looks fake.[2] When I looked at the shark, I wasn't afraid at all. Special effects today are *so* much better! Also, the acting isn't very good. Scheider, Shaw, and Dreyfuss are all good actors, but not in this movie. It's not their fault. The characters aren't interesting enough. All of their actions and words are too predictable.[3]

In my opinion, the whole story isn't very good. In the beginning, it's slow and boring. In the end, there's action and excitement, but it's silly. The shark is angry at the three men, so it follows their boat to attack them. This doesn't make sense—a shark can't think!!!

[1] **mechanical:** machine
[2] **fake:** not real
[3] **predictable:** always doing expected things

Who can answer these questions about Review B with you? Find a partner. Answer the questions.

Focus Questions

1. What is good about Jaws?
2. What problems does Jaws have?
3. What doesn't make sense about the movie?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Put an X in the correct column of the chart for your review.

Review of *Jaws*	Good	Bad
1. The movie in general		
2. The suspense		
3. The story		
4. The special effects		
5. The characters and the acting		

Share Your Information

Who can tell you about the other review? Find another pair of classmates.

1. With your partner, share your answers from the chart above with the other pair of students.
2. Explain the reviewer's reasons for each point. Do the reviewers agree on any points?

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with the class.

1. Do you want to see *Jaws*, for the first time or again? Why or why not?
2. Why do people like suspenseful movies? What are some examples of each type?
3. Are movies better with special effects or without them? Why?

18 REFLECT ON: Entertainment

A. Read these questions. Then read one student's review.

1. What movie did you see recently? Where did you see it?
2. What is the story?
3. Did you like the movie? Why or why not?
4. What is good about the movie? What is bad about it?

I watched the movie *Alexander* last week. I watched it at home. It is about a famous leader in history. I like history, so I wanted to see it. It was not good. The movie story was very different from the real story of Alexander the Great. The other characters were also very different from history, but the acting was OK. The special effects were good. The fighting looked real. This is a good action movie, but it is NOT a good history movie.

B. In a small group, discuss these questions.

1. Did the student like the movie? Why or why not?
2. What was good about it? What was not good?

C. Now write your own review. Answer the questions in A. Then add some details. You can use the student's review as a model.

Unit 8

The Comforts of Home

In this unit, you are going to:

- read about homes in the U.S.
- learn how to scan a text for specific information

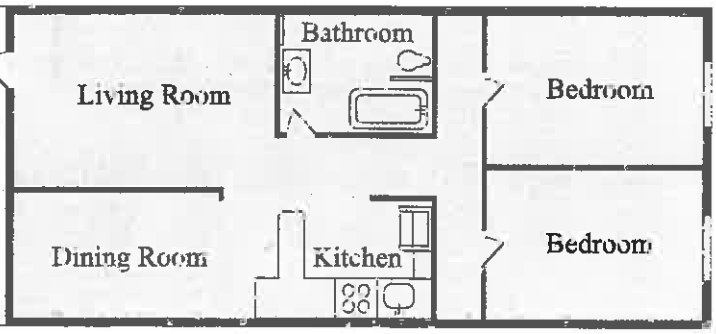
WHAT DO YOU KNOW ABOUT HOMES IN THE UNITED STATES?

A. Work with a partner. Look at the ad and the floor plan for an apartment. What do the abbreviations in the ad stand for? Is this a good apartment for you? Why or why not?

REAL ESTATE LISTINGS

Nice Apt, Good Location

2BR, 1BA, eat-in-kit, LR, DR, near transp., stores, parks, schools, Available now, Call 555-1395



B. Complete the survey. Mark one choice in each item with an X. Share your answers with your classmates.

Home Preferences Survey

I prefer to live in . . .

1. ___ an apartment. ___ a house.
2. ___ a quiet location. ___ a convenient location.
3. ___ a comfortable home. ___ a beautiful home.
4. ___ an area with lots of privacy. ___ a busy area.
5. ___ a modern home. ___ a traditional home.

1 GET READY TO READ ABOUT: Homes of the Future

A. Work with a partner. Find the words from the Word List in the puzzle and circle them. Then write the words in the correct categories below. Some words can go in more than one category. Add one word to each category.

S	H	O	W	E	R	T	J	C	R	I	K
S	L	U	N	B	T	A	A	R	X	Z	G
T	D	Y	L	O	U	B	C	O	U	C	H
I	R	E	W	I	V	L	R	B	L	L	M
R	E	F	R	I	G	E	R	A	T	O	R
O	S	A	U	D	W	H	N	G	B	S	V
H	S	E	G	O	E	J	T	D	D	E	T
S	E	C	O	O	T	O	I	L	E	T	D
A	R	P	N	R	W	I	N	D	O	W	P
F	O	C	E	I	L	I	N	G	H	U	I

Word List

~~bed~~	oven
ceiling	refrigerator
closet	rug
couch	shower
door	table
dresser	toilet
light	window

Living Room	Bedroom	Bathroom	Kitchen
	bed		

B. Think about homes in the year 2050. Use your imagination. Discuss your ideas with a partner. Then share your ideas with your classmates.

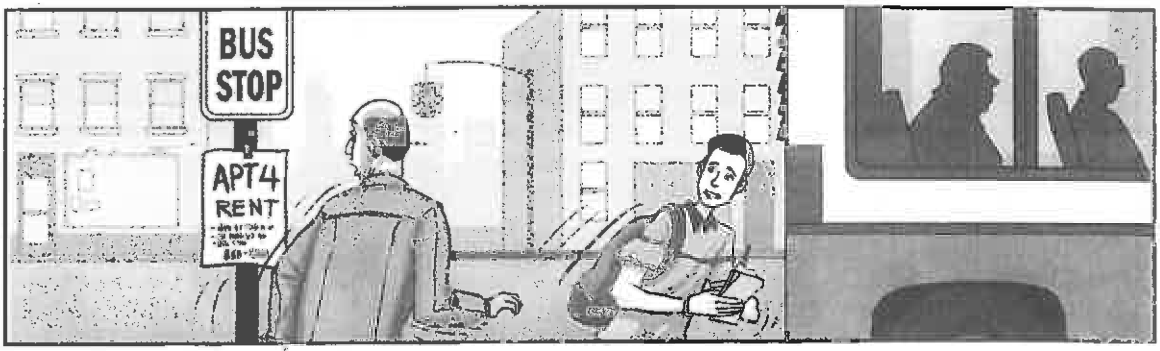
In 2050, homes will be very different from homes today. How will they be different?

Example: In 2050, robots will clean homes.

2 BUILD YOUR READING SKILLS: Scanning

Introduction

A. Look at the picture. How will this man find the most important information on the sign and also catch the bus?



B. How can you find specific information in any kind of text quickly?

Reading Skill

> **Scanning** means looking for specific information in a text. When you scan, you move your eyes quickly down the page to look for the information. To scan for dates, look for numbers. To scan for names of people or special places, look for capital letters.

Practice Scanning

A. Scan the paragraph for these numbers. Answer the questions.

1. What happened in 1867? ______________________________
2. What happened in 1959? ______________________________

B. Scan the paragraph for these names. Answer these questions.

1. What was Louis Sullivan's job? ______________________________
2. Where is Fallingwater? ______________________________

> Frank Lloyd Wright designed some of the most famous buildings in the United States. He was a great architect. Wright was born in 1867. He first worked with architect Louis Sullivan in Chicago, Illinois. Then he started his own office in Oak Park, Illinois. He designed many famous homes and buildings. He also thought of many new ideas and architectural techniques. His work includes the house Fallingwater, in Pennsylvania, and the Guggenheim Museum, in New York City. Wright died in 1959. Students of architecture still study his ideas today.

3 WORDS YOU NEED

Read the paragraph. Then match the underlined words from the paragraph to the definitions below.

> Most modern homes have many appliances. These appliances do many jobs for people and simplify life. They cook food, clean clothes, and monitor homes—a smoke alarm, for example, monitors smoke and the temperature of the air. Appliances are helpful, but many of them use a lot of energy. This is bad for the environment, or the natural world. Scientists are trying to create better technology for appliances— technology to help appliances use less electricity. Until the new technology is available, people should think about the way they use their appliances and try to use them less often.

1. ________________: science and ideas about how things work
2. ________________: to make something easier
3. ________________: to check and record information about something
4. ________________: the air, water, land, animals, and plants around us

4 USE YOUR READING SKILLS

A. Preview the article on page 117. Answer the questions.

1. What is the topic of this article? ________________
2. What does this article have information about? ________________

____

B. Scan the article to answer these questions. Look for the numbers and capital letters.

1. What happened in 1957? ________________

____

2. What will happen by 2030? ________________

____

3. What does the abbreviation MIT stand for? ________________

____

4. Where does Kent Larson work? ________________

____

C. Read the article on page 117. After you finish each part, make a prediction about the next part. Then read the next part.

6 READ

Architects and scientists are working together to plan the house of the future. This article in a science magazine is about their research and ideas.

The House of the Future

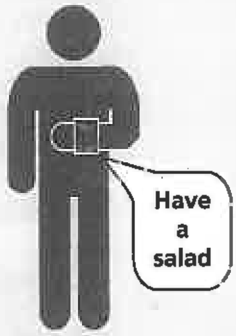
Architects in the past and today have the same question: What will the house of the future look like? In 1957, a group of architects showed their idea for "The House of the Future" at Disneyland. It was almost all plastic! Architects today don't want to guess about the future. They are using science to help make their predictions.

Research Today for Tomorrow's Homes

At MIT (the Massachusetts Institute of Technology), researchers built[1] *The PlaceLab*. It is a one-bedroom apartment. Volunteers live in The PlaceLab. Researchers watch the volunteers and study their behavior. This gives the researchers information about people's needs. It also gives them ideas for new technology. They call their ideas *smart house technology*.

Smart House Technology

Smart houses will use computer technology to control the home, to save energy, and to improve people's health. In a smart house, electronic sensors[2] will be in the floors, walls, ceilings, and windows. These sensors will send information to a central computer. The central computer will then help control the house. It will also monitor the people in the house and give advice. For example, when a person is over his or her ideal weight, the sensor in the floor will "feel" this. The computer will send a message to a cell phone or watch. The message will read, "You should have a light lunch today—maybe a salad." Smart houses will influence every part of people's daily lives.



Life in a Smart House

"Smart houses will help people in many different ways," says MIT architect Kent Larson. Parents will be able to monitor their children better. The house will know about a child's location and activities. Smart houses will also help seniors live independently.[3] The house will monitor their health and remind them to take medicine. Smart houses will also help the environment. When a room is empty, the computer will turn off the lights, close the curtains on the windows, and change the temperature to save energy. Some of these things are even possible today.

Most of the technology for smart houses—computers, cell phones, sensors—is already available.[4] We just need to put it all together. Architects want to start using smart house technology in new houses and apartment buildings. By 2030, researchers say, the "house of the future" will be just another normal house.

[1] **built:** the past tense of *build*
[2] **sensor:** a small electronic device for monitoring sound, light, temperature, etc.
[3] **independently:** without help
[4] **available:** ready to use

6 UNDERSTAND THE READING

A. Each of these sentences about life in smart houses is incorrect. Cross out all the incorrect words and write the correct words. Look back at the article on page 117 to check your answers.

1. This article is about houses of the ~~past~~. future
2. The "House of the Future" in 1957 was almost all wood.
3. The PlaceLab at MIT is a two-bedroom apartment.
4. Smart houses use television technology to control the house.
5. Sensors will send people to a central computer.
6. Smart houses will help young people live alone.

B. Work in a small group. Discuss the questions. Write your answers in the correct category of the chart. Then share your answers with your classmates.

In a smart house, a central computer controls and monitors everything and everybody. What are some possible problems with this idea? What are some possible benefits?

Problems	Benefits
When there is no electricity, nothing works.	The house will turn off the lights for you.

7 WORK WITH THE VOCABULARY

A. Choose the best example sentence for each word.

____ **1.** monitor
a. "Maybe my daughter is in her room."
b. "I always know my daughter's location."
c. "My daughter likes to play in her room."

____ **2.** environment
a. "Saving energy is good for the Earth."
b. "Architecture has a big influence on people."
c. "Cell phones can help us communicate better."

____ **3.** simplify
a. "Computer technology is already available."
b. "A computer makes my work easier."
c. "Computers use a lot of energy."

____ **4.** technology
a. "This area has many trees and a lake."
b. "New appliances need sensors and computer parts."
c. "My apartment has a two bedrooms and one bathroom."

B. Complete the sentences with the correct verb phrase. Circle your answers. Look back at the article on page 117 to help you.

1. What will the house of the future ____? Probably, it will be very different from today's houses.

   a. look at   b. look for   c. look like

2. When a room is empty, a smart house will ____ the light.

   a. turn on   b. turn around   c. turn off

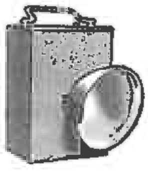
3. Researchers at MIT want to ____ computer technology and architecture ____ to create smart houses.

   a. put . . . together   b. put . . . behind   c. put . . . down

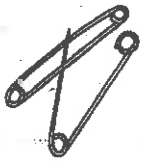
C. Look back at paragraph 3 of the article on page 117. Find the phrase "light lunch." Use the context to help you guess the definition. Check your answer with a partner.

8 GET READY TO READ ABOUT: Inventions

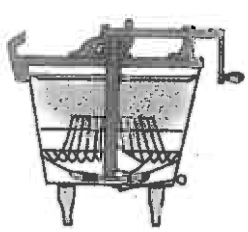
A. Work with a partner. Look at these American inventions for the home. Read their names below. Match the name of each invention with the correct picture. Compare your answers with your classmates.



1. ___



2. ___



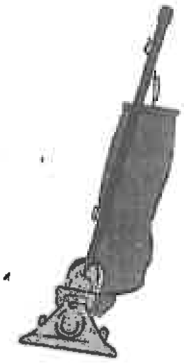
3. ___



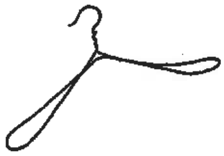
4. ___



5. ___



6. ___



7. ___



8. ___

a. blender	**e.** safety pin
b. dishwasher	**f.** sewing machine
c. flashlight	**g.** toaster
d. hanger	**h.** vacuum cleaner

B. Quiz your partner on the names of the inventions above. Cover the names of the inventions with your hands. Take turns pointing to one picture and asking your partner, "What is it?" Continue until you can each correctly name all the inventions.

C. Work in a small group. Discuss the questions. Then share your answers with your classmates.

1. Which three inventions from A above are the most useful? Why?
2. Which three inventions from A above are the least useful? Why?
3. Which of the inventions in A above do you use? Which don't you use?

9 WORDS YOU NEED

Complete the sentences with the words from the box. Use each word one time. Check your answers after you read the article on page 122.

a. air conditioning	b. can opener	c. frozen dinner	d. frozen food

1. A lot of food comes in metal cans. To get the food out, people need to use a ___.
2. Some people buy food from the freezer at the supermarket. When they want to eat it, they take it out of their freezer at home and cook it. This kind of food is called ___.
3. Many people don't like to cook. They buy cooked meals from the freezer at the supermarket. When they want to eat one, they only have to heat it, not cook it. This kind of meal is called a ___.
4. In very hot areas of the country, people need to cool the temperature in the house. They use ___.

10 USE YOUR READING SKILLS

A. Preview the Web page on page 122. Answer the questions.

1. What is the topic of this Web page? ______________________________
2. Which invention does it discuss first? ______________________________

B. Scan the article to answer the questions.

1. What happened in 1858? ______________________________
____
2. Where did Clarence Birdseye visit? ______________________________
____
3. What did C. A. Swanson have? ______________________________
____
4. What did Willis Carrier invent in 1902? ______________________________
____

11 READ

This Web page tells the story of some helpful U.S. inventions for the home.

File Edit View Tools Help

Back Forward Stop Refresh Home

INVENTIONS All Around Us

Canned food and the can opener
Frozen food
Frozen dinners
Air conditioning

Every invention has a story. These stories often have a lesson to teach, too. Here are the stories of some everyday household inventions.

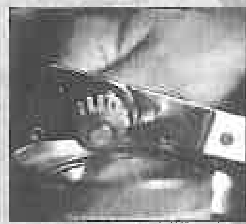
Canned Food and the Can Opener —Get it Right!

Peter Durand invented canned food in 1813, but there was a problem. Durand didn't have a good way to open the cans. In 1858, Ezra Warner invented a can opener. It used a piece of metal to make a hole in the can. Then you pushed the sharp metal around the top of the can. It removed the top from the can, but it was difficult to use. Finally, in 1925, William Lyman added a wheel to the can opener. The sharp metal rolled around the top of the can and removed it easily. Finally, people were able to open cans without a lot of work. Canned food was soon popular.

Frozen Food—A Little Good Luck Can Help!

Clarence Birdseye had the chance to go on a trip to the Arctic.[1] When people there caught[2] fish, they put the fish in a container of ice to freeze[3] it quickly. When people cooked the fish later, it was still good! This gave Birdseye an idea. In 1926, Birdseye invented frozen food. People were able to store food in freezers for a long time.

Frozen Dinners—A Little Bad Luck Can Help, Too!



Can opener with wheel

C. A. Swanson had 260 tons[4] of extra turkey meat and no place to put it. The turkey was not frozen. It was in refrigerated train cars, but the refrigerators only worked when the train moved. The turkey traveled around the country in the train cars while Swanson thought about the problem. Finally, an employee had an idea. "Don't sell the turkey," he said. "Sell a turkey dinner!" They cooked and sliced the turkey. Then they froze it in a metal tray with potatoes and vegetables. In 1953, the frozen dinner (or TV dinner) was born!

Air Conditioning—One Solution for Two Problems!

Printing companies make books, so they use a lot of paper. Sometimes, changes in the weather can hurt the paper. In 1902, Willis Carrier invented air conditioning to control the temperature inside his printing company. This saved the paper. People soon realized other benefits of air conditioning. They started to air condition their homes and offices in the summer. Carrier's invention changed the country! Today, 80% of people in the United States use air conditioning in their homes and businesses.

[1] **Arctic:** the far north of the Earth
[2] **caught:** the past tense of *catch*
[3] **freeze:** to make something as cold or colder than ice
[4] **ton:** a measure of weight equal to 2,000 pounds

12 UNDERSTAND THE READING

A. Circle the correct answers.

1. When Peter Durand first invented cans, ___.
   a. they were quickly popular
   b. they were difficult to open
   c. they changed people's eating habits

2. The first can opener ___.
   a. was a lot of work to use
   b. rolled around the top of the can
   c. was very expensive

3. After his trip to the Arctic, Clarence Birdseye invented ___.
   a. frozen food
   b. TV dinners
   c. refrigerated trains

4. Before air conditioning, the temperature sometimes ___.
   a. hurt cooked and sliced turkey
   b. hurt printing paper
   c. hurt canned food

B. Work with a partner. Answer the questions. Scan the article on page 122 for help.

1. Why did William Lyman's can opener work so well?
2. What is another name for Swanson's frozen dinner? Why do you think it has that name?

13 WORK WITH THE VOCABULARY

Look at this word family. Use the context to help you complete the sentences with the correct form.

Verb (present tense)	Verb (past tense)	Noun	Adjective
a. freeze	b. froze	c. freezer	d. frozen

1. Birdseye invented ___ food, and people were able to store it for a long time.
2. Supermarkets store TV dinners in the ___.
3. They cooked and sliced the turkey, then they ___ it in a metal tray.
4. People in the Arctic put the fish in a container of ice to ___ it quickly.

14 GET READY TO READ AND SHARE ABOUT: Unusual Houses

A. Work with a partner. Answer the questions.

House A



House B



1. Which house is ordinary?
2. Which house is unusual? In what ways is it unusual?

B. Work in a small group. Look at this list of words. How many of the words do you know? Put an X next to these words, or look them up in a dictionary.

___ roof	___ stone	___ family room
___ grill (*n.*)	___ deck	___ hot tub

15 USE YOUR READING SKILLS

A. You are going to read one part of a magazine article about unusual homes. Read the introduction to the article below. Then answer the questions.

Home

TWO UNUSUAL HOMES

Most people are happy in ordinary houses and apartments. They don't even think about other possibilities. Some people get an idea about a different kind of home, and they work to make their idea a reality. This article is the story of two unusual homes and their owners.

1. What kind of home do most people like?
2. What kind of homes do the people in this article like?

B. Preview Part A and Part B of the magazine article on pages 125 and 126. Answer questions 1 and 2. Then scan the two parts for the answers to questions 3 and 4.

1. Why is the Stacys' house unusual?
2. Why is the Lines' house unusual?
3. When did the Stacys build their house?
4. When did the Lines build their house?

Now choose one part of the article to read. Read Part A on page 125 *or* Part B on page 126.

The Mother Goose House

One day George Stacy asked his wife, Ollie, to cook a goose. He then asked her to remove all the meat. He went with the skeleton[1] to an architect. George Stacy and the architect used it to design a goose house. How did George Stacy get this idea? Nobody knows. He didn't even like geese.

The Stacys built the Mother Goose House from stone. They built it in Hazard, Kentucky, but the stones were from many different places. They worked on the house from 1935 to 1940. It's a two-story house with three bedrooms, a bathroom, a kitchen, a living room, a dining room, and a family room. The rooms are not unusual, but in every other way the house is very unusual. The eight windows of the house are all shaped like goose eggs. One end of the roof has a 15-foot-tall goose's head, with blue headlights[2] from a car for eyes; the other end has a 10-foot-long tail. The house is round and has small trees around it, so it looks like a goose on a nest.[3]

It was difficult for the Stacys to build their house. They didn't have much money for it, but they continued to work on it together. Both George and Ollie Stacy are dead now, but you can drive through Hazard and still see their famous Mother Goose House.

[1] **skeleton:** the bones of a whole animal or person
[2] **headlights:** the two big, strong lights on the front of a car
[3] **nest:** place where birds live and lay eggs

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

Focus Questions
1. What did George Stacy and the architect use to design the house?
2. Why did the Stacys build an unusual house?
3. What is unusual about the Stacys' house?

The Tree House

Will and Peggy Line started building the tree house just for fun. Then they had an idea—the tree house could be a good place for guests. On a piece of paper, they made[1] a plan for this guest treehouse.

The Lines built the tree house from 2001 to 2003 from many different kinds of wood. They did all the work themselves. The more they worked on the tree house, the more they liked it. Then they had a second idea—*they* could live in the tree house!

The Lines' tree house is in the town of Wadena, Minnesota. They built it 14 feet from the ground. It has two stories. There's a main floor with a living room, kitchen, and bathroom. Above that, there are rooms for sleeping. They also built a big deck with holes for the tree's branches.[2] On the deck, the Lines have a hot tub and a grill. The tree house has water and electricity. It's unusual, but it's a real house. The Lines' mailing address is unusual, too. Their address is just "The Tree House."

The Lines love everything about living in the tree house—listening to the rain on the roof, watching the trees in the wind, waking up with the sun, eating on the deck. They don't miss their old house. And they certainly don't get lonely.[3] Every day, people drive by, notice the tree house, and visit the Lines.

[1] **made:** past tense of *make*
[2] **branch:** part of a tree, often with leaves
[3] **lonely:** unhappy because you are alone

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

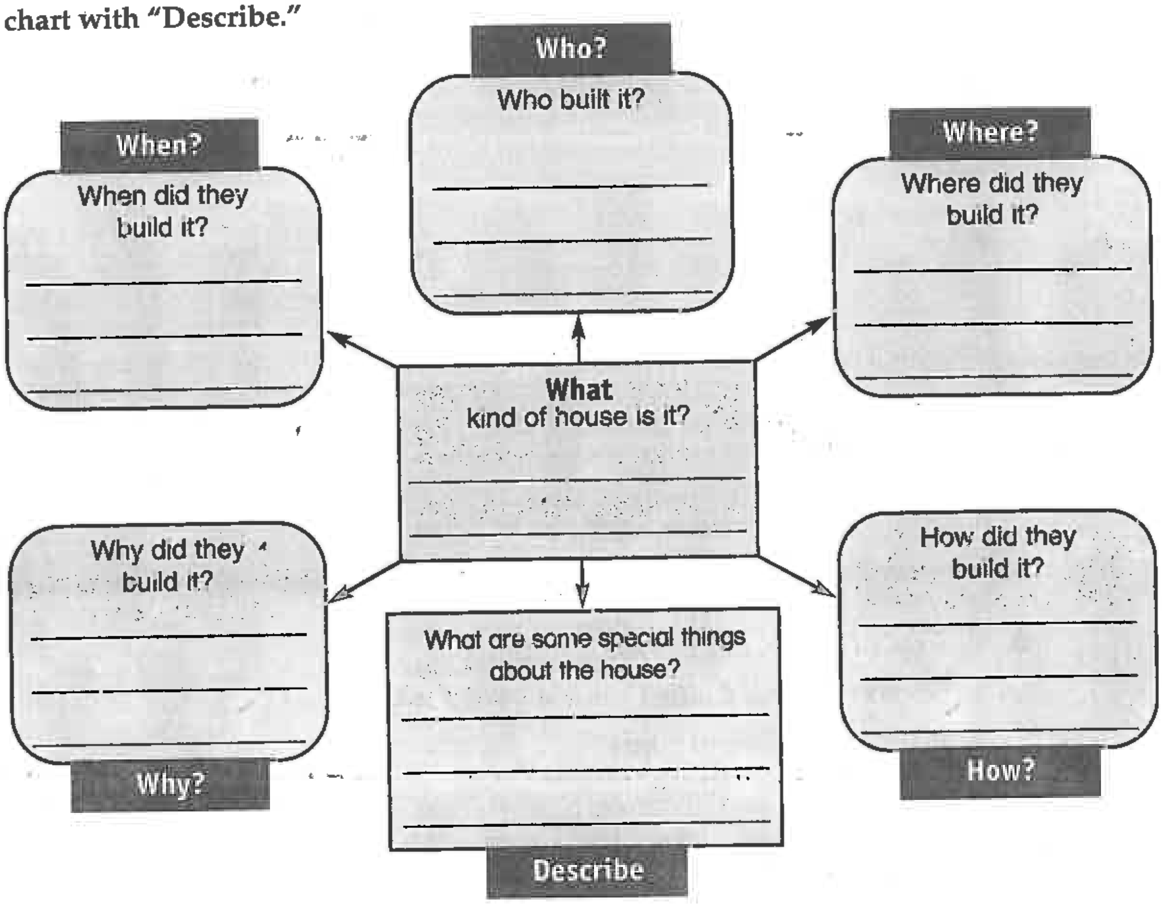
Focus Questions

1. Why did the Lines start to build a treehouse?
2. What was their first idea about the treehouse? What was their second idea?
3. What is unusual about the Lines' home?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. First, answer the question in the middle about the house in your part of the article. Then answer the other questions starting at the top with "Who?" Write some details for each of the questions on the extra lines. Finish the chart with "Describe."



Share Your Information

Who can tell you about the other house? Find a pair of classmates. Then share your information.

1. With your partner, share your answers from the chart above with the other pair of students.
2. Give your opinion of the house in your part of the article.

Share Your Ideas

Discuss the questions with your partner and the other pair of students. Then share your answers with classmates.

Imagine this situation: You can live in one of these houses. Which one will you choose? Why?

18 REFLECT ON: The Home of Your Dreams

A. Read these questions. Then read one student's answers.

Imagine this situation: You can live in the home of your dreams.

1. What kind of home will you live in? How big will it be? Where will it be?
2. Will it be a "smart house"? Why or why not? What "smart" things will it do?
3. Will it be an unusual home? In what ways will be it unusual?

I'll live in a house at the beach. My house will be small, but it will have an extra bedroom for guests. The walls in my house will have many colors. I don't want a smart house. I like to cook and clean. My house will have an unusual roof. The roof will open, like a window. I will see the stars when I go to sleep. I'll have a deck with a table outside. I will eat my meals and watch the ocean.

B. In a small group, discuss the questions.

1. Do you like this student's house? Why or why not?
2. What is your dream house?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.

Answer Key

Exercises for which answers vary are not included in the Answer Key.

Unit 1 Finding Happiness

1. GET READY TO READ ABOUT (p. 2)

1. a 2. d 3. c 4. b

2. BUILD YOUR READING SKILLS

Practice Previewing (p. 3)

1. For Kids, Happiness Is a Soccer Game
2. Kids on a soccer team
3. a 4. a

3. WORDS YOU NEED (p. 4)

1. a 2. b 3. c 4. d 5. e

4. USE YOUR READING SKILLS (p. 4)

1. b 2. a

6. UNDERSTAND THE READING

Exercise A (p. 6)

1. c 2. a 3. b 4. a 5. a

7. WORK WITH VOCABULARY

Exercise A (p. 7)

2. compare
3. research
4. happiness
5. wealthy
6. expert

8. GET READY TO READ ABOUT

Exercise A (p. 8)

1. d 2. b 3. a 4. e 5. c

9. WORDS YOU NEED (p. 9)

1. d 2. c 3. b 4. a

10. USE YOUR READING SKILLS (p. 9)

1. c 2. a

12. UNDERSTAND THE READING

Exercise A (p. 11)

1. T 2. F 3. T 4. T

Exercise B (p. 11)

1. F 2. F 3. F 4. T 5. T

13. WORK WITH VOCABULARY

Exercise A (p.11)

1. positive attitude
2. agree
3. advice
4. gets to know

Exercise B (p. 11)

1. b 2. b

14. GET READY TO READ AND SHARE

Exercise A (p. 12)

1. f 2. a 3. c 4. e 5. d 6. b

15. USE YOUR READING SKILLS

Exercise A (p. 12)

1. two women who volunteer in their community
2. 65 million people

Exercise B (p. 12)

1. a 2. b

16. READ PART A

Focus Questions (p. 13)

1. seniors and their families
2. she goes on the bus with the seniors; she helps them feel comfortable; she helps them with their shopping; she spends time with them at the doctor's office
3. to help other people

16. READ PART B

Focus Questions (p. 14)

1. children in the Edgewood Court Apartments
2. she tutors children
3. it makes her feel good; she wants to help kids in her community

17. THINK AND SHARE

Organize Your Thoughts (p. 15)

Questionnaire Answers for A

1. Hap Johnson
2. She's in her 70s.
3. DARTS
4. It helps seniors and their families.
5. She goes with seniors on buses.
6. She can help other people and be active.

Questionnaire Answers for B

1. Tianna Bailey
2. She's in her 20s.
3. IMAGE
4. It helps kids in the Edgewood Court Apartments.
5. She helps kids with their homework.
6. The kids are doing better at school.

18. REFLECT ON: Happiness

Exercise B (p. 16)

1. the food in the cafeteria because it is usually bad; he can learn to cook and make his own food

Unit 2 It's Great to Communicate!

1. GET READY TO READ ABOUT

Exercise C (p. 18)

a, c

2. BUILD YOUR READING SKILLS

Practice Previewing and Making Predictions (p. 19)

1. a 2. b, c

3. WORDS YOU NEED (p. 20)

1. e 2. a 3. d 4. b 5. c

4. USE YOUR READING SKILLS

Exercise A (p. 20)

a

Exercise B (p. 20)

a, b, d, e

6. UNDERSTAND THE READING

Exercise A (p. 22)

1. b 2. c 3. b 4. b 5. c

7. WORK WITH VOCABULARY

Exercise A (p. 23)

1. show interest
2. make decisions, make rules
3. discuss problems
4. express feelings

Exercise B (p. 23)

communication
decision
explanation
discussion

9. WORDS YOU NEED (p. 25)

1. honest, kind
2. misunderstanding
3. avoid, solve

10. USE YOUR READING SKILLS (p. 25)

1. c 2. b, e

12. UNDERSTAND THE READING

Exercise A (p. 27)

1. a 2. b 3. d 4. f

13. WORK WITH VOCABULARY (p. 27)

1. interrupt
2. unkind
3. misunderstandings
4. avoid

14. GET READY TO READ AND SHARE (p. 28)

1. message
2. post
3. subject
4. reply
5. screen name

15. USE YOUR READING SKILLS

Exercise A (p. 29)

1. her friend is always with her boyfriend
2. he's not right for her friend

Exercise B (p. 29)

1. b 2. a

16. READ REPLY A

Focus Questions (p. 29)

1. she might feel hurt, angry, or unhappy; maybe her boyfriend is right for her
2. she spends a lot of time with her boyfriend; she doesn't see Ana Banana often

16. READ REPLY B

Focus Questions (p. 30)

1. they can help you think better
2. you're not being honest; your friendship will feel false

17. THINK AND SHARE

Organize Your Thoughts (p. 31)

Sentences for Reply A

Don't talk to her.

Friends don't always agree.

You want your friend to be happy.

Maybe her boyfriend is right for her.

Maybe you are jealous.

Sentences for Reply B

Talk to her.

Friends don't always agree.

You want your friend to be happy.

Your ideas can help her think better.

You need to be honest with her.

Sentences for Reply A and Reply B

Friends don't always agree.

You want your friend to be happy.

Unit 3 Success in the U.S.

1. GET READY TO READ ABOUT

Exercise A (p. 34)

1. in the past
2. young; poor

Exercise C (p. 34)

Positive	Negative
hard-working	dishonest
honest	lazy
kind	

2. BUILD YOUR READING SKILLS

Introduction

Exercise B (p. 35)

nouns

Practice Connecting Pronouns to Nouns (p. 35)

He/ Dick; them/ People; He/ Dick

He/ Mr. Greyson; his/ Mr. Greyson's; They/ shoes; his/ Dick's

3. WORDS YOU NEED (p. 36)

1. d 2. b 3. a 4. c

4. USE YOUR READING SKILLS (p. 36)

1. c 2. a, b, c, d

6. UNDERSTAND THE READING

Exercise A (p. 38)

1. T 2. F 3. T 4. T 5. F

Exercise B (p. 38)

1, 3, 6

7. WORK WITH VOCABULARY

Exercise A (p. 39)

1. b 2. d 3. c 4. a

Exercise B (p. 39)

1. successful	4. successful
2. success	5. succeed
3. succeed	6. success

9. WORDS YOU NEED (p. 41)

1. d 2. b 3. f 4. a 5. c 6. e

10. USE YOUR READING SKILLS (p. 41)

1. b, c 2. a, c, e

12. UNDERSTAND THE READING

Exercise A (p. 43)

1. a job counselor
2. Find the right job.
3. should
4. should

Exercise B (p. 43)

1. her/Ana
2. them/ads
3. It/resume
4. they/employers,
5. them/employees

15. USE YOUR READING SKILLS

Exercise A (p. 44)

1. millions 2. immigrants

Exercise B (p. 44)

1. a 2. b

16. READ STORY A

Focus Questions (p. 45)

1. to give people an easier way to get a mattress; to start a new kind of company
2. people could call the company at any time of the day or night and order a mattress; the company could deliver a mattress to people's homes very quickly; he didn't need a store, so he could sell mattresses at a low price

16. READ STORY B

Focus Questions (p. 46)

1. she wanted to have her own house
2. she decided to make a plan and follow it to her dream; she worked very hard; she passed the high school equivalency exam; she found two jobs; every month, she saved a little more money

17. THINK AND SHARE

Organize Your Thoughts

Napoleon Barragan (p. 47)

1969/ moved to the U.S.; 1975/ opened their own furniture store; 1976/ started a new kind of company; 2000/ selling millions of mattresses every year; Today/ business is doing even better

Dorothea Sandiford (p. 47)

1970/ moved to the U.S.; 1985/ had enough money to buy a house; 1993/ started a day care business in her house; Today/ still runs her day care business

Share Your Ideas (p. 47)

hard work, a positive attitude, an idea, a dream, a plan, a better education

18. REFLECT ON: Success

Exercise B (p. 48)

1. he is in college
2. he worked very hard
3. his teachers, friends and family helped him

Unit 4 Keeping Calm

2. BUILD YOUR READING SKILLS

Introduction

Exercise A (p. 50)

It is a knife sharpener.

Exercise B (p. 50)

It is in context.

Practice Understanding Vocabulary in Context
Exercise A (p. 51)

facial expressions/ faces; universal/ world; frown/ sadness, anger

3. WORDS YOU NEED (p. 52)

1. approaches 3. deal with
2. calm down 4. harmful

4. USE YOUR READING SKILLS

Exercise A (p. 52)

1. b 2. a, c, d, e

Exercise B (p. 52)

1. people express their anger in a very strong way
2. people keep their anger inside
3. people calm down and think about their anger
4. teaches people to manage or control their anger

5. UNDERSTAND THE READING

Exercise A (p. 54)

1. a, 2. b, 3. a, b, 4. c

Exercise B (p. 54)

1. T 2. T 3. T 4. F 5. F 6. T

7. WORK WITH VOCABULARY

Exercise A (p. 55)

1. a 2. c 3. d. 4. b

Exercise B (p. 55)

1. useful 2. helpful 3. harmful

8. GET READY TO READ ABOUT

Exercise B (p. 56)

June 7/ Listen to the other person. Don't interrupt.

June 14/ Think of solutions, not problems. Ask for advice.

June 21/ Think in a slow and careful way. Breathe deeply.

10. USE YOUR READING SKILLS

Exercise A (p. 57)

1. c 2. a, e

Exercise B (p. 57)

1. don't form an opinion about a situation too quickly
2. looked at the wall for a long time
3. feel a little uncomfortable

12. UNDERSTAND THE READING

Exercise A (p. 59)

1. jumping to conclusions
2. keeping calm
3. angry
4. staring at the wall
5. "He's not paying attention."
6. taking notes
7. embarrassed

Exercise B (p. 59)

1. she didn't follow her own advice; she thought the student wasn't paying attention; she didn't know the student was taking notes

13. WORK WITH VOCABULARY (p. 59)

1. a 2. b 3. c

14. GET READY TO READ AND SHARE

Exercise B (p. 60)

chart answers for women: girl; daughter; woman; female

chart answers for men: boy; son; man; male

15. USE YOUR READING SKILLS

Exercise A (p. 60)

1. yes 2. childhood

Exercise B (p. 60)

1. a 2. b

16. READ PART A

Focus Questions (p. 61)

1. don't cry; don't feel afraid hurt or sad; anger and fighting are masculine
2. fear, hurt, or sadness are difficult; anger is easier
3. positive side: men are often more comfortable expressing feelings of anger
   negative side: it is not helpful to yell and throw things; it is not healthy to keep feelings such as fear, hurt, or sadness inside

16. READ PART B

Focus Questions (p. 62)

1. it's OK to express emotions; anger is not a nice emotion and girls should always be nice; anger and fighting are not feminine
2. fear, hurt, or sadness are easy; anger is difficult
3. positive side/ they are more comfortable expressing fear, sadness, and many other emotions; negative side/ some women have difficulty expressing anger, and that is not healthy

17. THINK AND SHARE

Organize Your Thoughts (p. 63)
Chart A

anger and fighting; to cry or feel afraid, hurt, or sad, anger, fear, hurt or sadness

Chart B

to express emotions; anger and fighting; fear, hurt, or sadness; anger

Chart A and B

to learn when anger is helpful, to learn to express their anger in helpful ways

18. REFLECT ON: Keeping Calm

Exercise B (p. 64)

1. because he was driving home from work and there was so much traffic
2. yes, he decided not to drive and to take the bus

Unit 5 The Business of Beauty

2. BUILD YOUR READING SKILLS

Practice Previewing Headlines (p. 67)
2, 3, 4

3. WORDS YOU NEED (p. 68)

1. e 2. a 3. b 4. c 5. d

4. USE YOUR READING SKILLS

Exercise A (p. 68)

1. c 2. b

Exercise B (p. 68)

1. did 2. changed

6. UNDERSTAND THE READING

Exercise A (p. 70)

1. b 2. e 3. a 4. c 5. d

Exercise B (p. 70)

1. thin 4. television
2. short 5. make-up
3. cosmetics 6. ideal

7. WORK WITH VOCABULARY

Exercise A (p. 71)

1. popular 3. influence
2. short 4. make-up

Exercise B (p. 71)

1. e 2. c 3. d 4. a 5. b

8. GET READY TO READ ABOUT

Exercise A (p. 72)

1. False: Petite models are not tall, and "plus" models are not thin.
2. True
3. True
4. False: Modeling school can be useful, but it isn't necessary.

5. False Modeling involves a lot of hard work.

Exercise B (p. 72)

1. g 2. c 3. b 4. d 5. i 6. a
7. h 8. e 9. f

9. WORDS YOU NEED (p. 73)

career/job; model/stands and moves to show clothing; portfolio/photographs from modeling jobs; agent/person can find work for you

10. USE YOUR READING SKILLS

Exercise A (p 73)

a

Exercise B (p. 73)

c, e

12. UNDERSTAND THE READING

Exercise A (p. 75)

1. e 2. c 3. d 4. a 5. b

13. WORK WITH VOCABULARY (p. 75)

1. c 2. f 3. e 4. b 5. d 6. a

15. USE YOUR READING SKILLS

Exercise A (p. 76)

1. it is becoming easier, cheaper and more popular with men
2. Alain Duchamp, a businessman and job counselor; Raj Singh, a lawyer in public health

Exercise B (p. 76)

1. against 2. for

16. READ PART A

Focus Questions (p. 77)

1. health risks are the most important reason; after cosmetic surgery people sometimes look unnatural ; people want to look better but they look worse
2. men should accept their big nose; they should love their wrinkles; they should go outside and exercise; they should feel good about their healthy body; they shouldn't think so much about their looks

16. READ PART B

Focus Questions (p. 78)

1. cosmetic surgery today is easier, cheaper, and better; every year doctors improve their skills, and now risks are small
2. it helps people look better; when people look better, they feel better; cosmetic surgery can help your career; it can give you an advantage; it can give you more hair, take away wrinkles and give you more confidence

Unit 6 Finding the Right Balance

1 GET READY TO READ ABOUT

Introduction

Exercise B (p. 82)

1. c 2. f 3. a 4. e 5. d 6. b

2. BUILD YOUR READING SKILLS

Exercise B (p. 83)

1. campgrounds in national parks; campgrounds in state parks; private campgrounds
2. the U.S. government
3. companies

3. WORDS YOU NEED (p. 84)

1. a 2. b 3. a 4. b

4. USE YOUR READING SKILLS

Exercise A (p. 84)

1. camping
2. recreational; tent; wilderness

6. UNDERSTAND THE READING

Exercise A (p. 86)

1. a 2. b, c 3. a, b 4. c 5. b

7. WORK WITH VOCABULARY

Exercise A (p. 87)

1. d 2. b 3. a 4. c 5. e

Exercise B (p. 87)

1. b 2. a 3. c

9. WORDS YOU NEED (p. 89)

1. b 2. a 3. a 4. c 5. c

10. USE YOUR READING SKILLS

Exercise A (p 89)

1. study habits 2. a, b, e

12. UNDERSTAND THE READING

Exercise A (p. 91)

1. c 2. a 3. c 4. b 5. a

13. WORK WITH VOCABULARY (p. 91)

1. d 2. c 3. b 4. a

15. USE YOUR READING SKILLS

Exercise A (p. 92)

1. no

Exercise B (p. 92)

1. she went to Africa
2. they worked with animals

16. READ STORY A

Focus Questions (p. 93)

1. she wasn't ready to sit at a desk all day every day; she wanted adventure
2. she taught physics; she helped repair buildings; she helped farmers build better farm equipment
3. she found a job with a small company; she works in an office, but also travels a lot

16. READ PART B

Focus Questions (p. 94)

1. their jobs were OK and they earned a lot of money, but they didn't feel satisfied
2. they care for animals
3. they feel satisfied; their lives finally have the right balance

18. REFLECT ON: Finding the Right Balance

Exercise B (p. 96)

1. the student stayed home a lot but wanted to go out and have fun; he/she wanted more friends; he/she was afraid to talk to people
2. the student went to acting class
3. he/she found new friends and is much more comfortable with people; he/she goes out with friends

Unit 7 That's Entertainment

2. BUILD YOUR READING SKILLS

Practice Asking Questions While You Read

Exercise A (p. 99)

1. b

3. WORDS YOU NEED (p. 100)

1. a 2. b 3. a 4. a 5. a

4. USE YOUR READING SKILLS

Exercise A (p. 100)

1. the effects of television
2. a. Surveys of TV Viewing Habits; b. The Positive Effects of TV; c. The Negative Effects of TV

Exercise B (p. 100–101)
1. b 2. b 3. a

6. UNDERSTAND THE READING

Exercise A (p. 102)
1. e 2. d 3. b 4. a 5. c
Exercise B (p. 102)
1. c 2. b 3. b 4. b

7. WORK WITH VOCABULARY

Exercise A (p. 103)
1. b 2. a 3. e 4. c 5. d
Exercise B (p. 103)
1. entertainment 4. educational
2. balanced 5. informative
3. reality

8. GET READY TO READ ABOUT

Exercise B (p. 104)
1. b 2. a 3. d 4. c

9. WORDS YOU NEED

Exercise A (p. 105)
1. c 2. b 3. d 4. a

10. USE YOUR READING SKILLS

Exercise A (p. 105–106)
1. favorite activities in a small town
2. a small town
Exercise B (p. 105–106)
1. a 2. a. 3. a

12. UNDERSTAND THE READING

Exercise A (p. 107)
1. b 2. a 3. b 4. c

13. WORK WITH VOCABULARY (p. 107)

1. boring 3. opportunities
2. event 4. loses

15. USE YOUR READING SKILLS

Exercise A (p. 108)
1. many tourists come to Amity for vacation every summer, and the town doesn't want them to leave
2. a boat captain; to kill a shark
Exercise B (p. 108)
1. a 2. b

16. READ REVIEW B

Focus Questions (p. 109)
1. the special effects
2. you don't see the shark much
3. it's so much more than just a horror movie; you care about the characters, so you feel frightened for them

16. READ REVIEW B

Focus Questions (p. 110)
1. it has good suspense
2. the mechanical shark looks fake; the acting isn't very good; the characters aren't interesting; all of their actions and words are too predictable
3. a shark can't think

Unit 8 The Comforts of Home

WHAT DO YOU KNOW ABOUT HOMES IN THE UNITED STATES?

Exercise A (p. 113)

BR/ bedroom; BA/ bathroom; kit./ kitchen; LR/ living room; DR/ dining room; transp./ transportation

1. GET READY TO READ ABOUT

Exercise A (p. 114)

S	H	O	W	E	R	T	J	C	R	I	K
S	L	U	N	B	T	A	A	R	X	Z	G
T	D	Y	L	O	U	B	C	O	U	C	H
I	R	E	W	I	V	L	R	B	L	L	M
R	E	F	R	I	G	E	R	A	T	O	R
O	S	A	U	D	W	H	N	G	B	S	V
H	S	E	G	O	E	J	T	D	D	E	T
S	E	C	O	O	T	O	I	L	E	T	D
A	R	P	N	R	W	I	N	D	O	W	P
F	O	C	E	I	L	I	N	G	H	U	I

Living Room: ceiling, couch, door, light, rug, table, window

Bedroom: bed, ceiling, closet, couch, door, dresser, light, rug, table, window

Bathroom: ceiling, door, light, rug, shower, toilet, window

Kitchen: ceiling, door, light, oven, refrigerator, table, window

2. BUILD YOUR READING SKILLS

Introduction
Exercise B (p. 115)
scanning
Practice Scanning (p. 115)
Exercise A (p. 115)
1. Wright was born
2. Wright died
Exercise B (p. 115)
1. architect 2. Pennsylvania

3. WORDS YOU NEED (p. 116)

1. technology 3. monitor
2. simplify 4. environment

4. USE YOUR READING SKILLS

Exercise A (p. 116)
1. the house of the future
2. research, technology, and life in the house of the future
Exercise B (p. 116)
1. a group of architects showed their ideas for "The House of the Future" at Disneyland
2. the "house of the future" will be just another normal house
3. Massachusetts Institute of Technology
4. MIT

6. UNDERSTAND THE READING

Exercise A (p. 118)
1. ~~past~~/future
2. ~~wood~~/plastic
3. ~~two-bedroom~~/one-bedroom
4. ~~television technology~~/computer technology
5. ~~people~~/information
6. ~~young people~~/seniors

7. WORK WITH VOCABULARY

Exercise A (p. 119)
1. b 2. a 3. b 4. b
Exercise B (p. 119)
1. c 2. c 3. a

8. GET READ TO READ ABOUT

Exercise A (p. 120)
1. c 2. e 3. b 4. f
5. a 6. h 7. d 8. g

9. WORDS YOU NEED (p. 121)

1. b 2. d 3. c 4. a

10. USE YOUR READING SKILLS

Exercise A (p. 121)
1. inventions
2. the can opener
Exercise B (p. 121)
1. Ezra Warner invented the can opener
2. the Arctic
3. 260 tons of extra turkey meat
4. air conditioning

12. UNDERSTAND THE READING

Exercise A (p. 123)
1. b 2. a 3. a 4. b
Exercise B (p. 123)
1. he added a wheel to the can opener
2. TV dinner

13. WORK WITH VOCABULARY (p. 123)

1. frozen 3. froze
2. freezer 4. freeze

15. USE YOUR READING SKILLS

Exercise A (p. 124)

1. ordinary houses
2. unusual houses

Exercise B (p. 124)

1. it looks like a goose
2. it is a tree house
3. from 1935 to 1940
4. from 2001 to 2003

16. READ PART A

Focus Questions (p. 125)

1. a goose skeleton
2. nobody knows
3. the windows of the house are shaped like goose eggs; one end of the roof has a 15-foot-tall goose's head with blue headlights from a car for eyes; the other end has a 10-foot-tail; the house is round and has small trees around it, so it looks like a goose on a nest

16. READ PART B

Focus Questions (p. 126)

1. just for fun
2. the tree house could be a good place for guests; they could live in the tree house
3. it is a tree house; they built it 14 feet from the ground; they built a big deck with holes for the tree's branches; on the deck , the Lines have a hot tub; the mailing address is just "Tree House."

17. THINK AND SHARE

Organize Your Thoughts (p. 127)
The Mother Goose House: What?/a goose house; Who?/George and Ollie Stacy; Where?/Hazard, Kentucky; How?/an architect helped them, they built it from the design of a goose skeleton; Describe/ *(Answers vary.)*; Why?/ nobody knows; When?/1935-1940

The Treehouse: What?/a tree house; Who?/Will and Peggy Line; Where?/Wadena, Minnesota; How?/they did the work themselves; Describe/ *(Answers vary.)*; Why?/ it could be a good place for guests; When?/ 2001–2003

Teacher's Notes

The Thinking Behind *Read and Reflect*

Read and Reflect follows current second-language reading pedagogy by ensuring that students:

- activate their background knowledge before and while they read.
- learn and apply effective reading strategies.
- read silently and with a purpose.
- interact with the material while they read.
- check their comprehension of a text.
- analyze, synthesize, and/or evaluate the author's ideas.

The texts in *Read and Reflect* are adapted from or modeled after authentic texts, such as newspaper and magazine articles, Web pages, message boards, and brochures. This is done to give beginning-level students as real a reading experience as possible. To ensure a successful experience, the adaptation adjusts the vocabulary and grammar to match the students' level.

In *Read and Reflect*, students are encouraged to read silently because the reading of a text is intended to be a silent interaction between the reader and the text (except in the case of poetry or reading to an audience). Although reading an individual word or single sentence aloud can help students' comprehension, reading an entire text aloud does not increase students' reading proficiency and is not emphasized in this book.

The variety of vocabulary exercises in *Read and Reflect*, as well as the wealth of contextualized vocabulary in the texts, assist students in the development of active and passive vocabulary. Getting meaning from context is a key reading strategy. Right from the beginning, students are encouraged to determine the meaning of new words from context rather than relying on their dictionaries. While students are given the opportunity to work with a dictionary in some pre-reading activities, reliance on the dictionary *while* reading often prevents the experience from being fluent and effective. In addition, academic words (e.g., create, respond, design, etc.) are introduced in order to help students prepare for academic reading in their English and content-based classes.

Read and Reflect, Introductory Level, lays a foundation for the development of critical literacy by providing opportunities for students to consider and clarify their own opinions, attitudes and values in relation to the text.

Teaching from Read and Reflect

Read and Reflect provides instructional flexibility, allowing you to tailor the activities to your classroom setting and your students' needs. One need universal to all students is to understand the purpose of their learning. The "To the Student" page (p. vi) introduces the purpose of this series and provides suggestions to help students read better. You can also reinforce this concept in class and emphasize the goals of each unit before you teach it, and point out how students have met those goals at the end of the unit.

A Tour of the Unit

The unit tour below outlines the purpose of each type of activity and provides teaching suggestions.

Opening Page

The goals on the opening page identify the unit's cultural theme and reading strategies. The cartoon or illustration on the page prompts students to think about and discuss what they already know about the theme of the unit.

Teaching Suggestions

- Go over the appropriate language and non-verbal behavior for stating opinions and agreeing or disagreeing with others, before having students engage in the discussion activities on this page.

- To ensure greater participation in discussions in the beginning-level classroom, give students time to think or write about their responses to discussion questions before they speak. Another way to ensure participation is to have one student respond to a question and have five or six other students create a chain of responses based on what the first student said. For example, if Jose says "People need money to succeed. What do you think, Pat?" Pat can say, "I agree with you. What do you think, Tanya?" Tanya may say, "I disagree. You can succeed with no money. What do you think, Mario?" etc.

Get Ready to Read

Before reading the first and second texts of the unit, students complete pre-reading activities that activate their prior knowledge about the reading topics. Students are exposed to key vocabulary in this section and in the Words You Need section that follows.

Teaching Suggestions

- One type of vocabulary activity in this section has students work in pairs or teams to discuss the meanings of words they know from a list of key vocabulary. Then they look up the words they don't know in a dictionary. Encourage students to ask other teams or pairs to define words they don't know before looking them up.

Build Your Reading Skills

These activities introduce important reading skills such as previewing or scanning, and explain the strategies students can use to implement these skills. For example, looking for specific signals, such as numbers to find dates and capital letters to find names, is a strategy for scanning. Students are first introduced to the strategies in a visual way so that they can begin to understand them implicitly. Then they are given an explicit definition of the skill and an opportunity to practice the strategies. After students practice them, they apply the new reading strategies (as well as strategies from previous units) in the Use Your Reading Skills section that follows.

Teaching Suggestions

- Provide an example of the reading skill and strategies in the unit, before having students read about them. For example, for previewing, show students a large newspaper headline or picture and have them tell you what the newspaper article is about. For scanning, put a classified advertisement on the overhead projector or board and have students tell you the name of the product or the contact phone number. Name the strategy students are employing and explain the rationale for using it. Elicit situations in which students have used the same strategy.

Words You Need

This section introduces key vocabulary students will find in the text that follows. These words will be reviewed and practiced in the Work with the Vocabulary section later in the unit. Many of them will also be recycled in future units.

Teaching Suggestions

- In these exercises, students are often asked to guess meanings of vocabulary they will encounter in the text. Ask students to check their guesses once they have had an opportunity to read the material. Then give them a chance to share with a partner or with the class whether they guessed correctly.

Use Your Reading Skills

This section provides students an opportunity to apply the new reading strategies (as well as ones they have learned in other units) to the text they will be reading. All reading skills and strategies are recycled throughout the book in order to give students the maximum opportunity to learn and use the skills.

Teaching Suggestions

- Periodically review the strategies the students have learned. Ask students to monitor their use of these strategies in their reading outside of class and encourage students to identify the ways these strategies help their reading comprehension.

READ

The four theme-related texts in each unit help students deepen their understanding of the theme, read with greater comprehension, and internalize recycled vocabulary. The first text is typically an academic text such as an encyclopedia or textbook article. The second text is usually lighter in tone and often has a more conversational style; for example, an editorial or personal essay. The third and fourth texts are part of the Read and Share activity (see next page but may also be taught as independent texts).

Important vocabulary in the texts is either introduced in the pre-reading activities or presented in context. Difficult content words that are key to students' understanding, but that are not high frequency words, are glossed. Words that are not important to a general understanding of a text are left undefined and students can skip over them.

Teaching Suggestions

- To help students get the most meaning from their reading, show them how to use the glossaries on the page, and then ask them to read the text once silently. Tell them to read without looking up unknown words.
- Set a short time limit for students to read the text and answer the questions. A time limit requires students to finish at the same time so that they can begin their pair or group work simultaneously.
- Once students have read the text, have them work on the Understand the Reading questions. Encourage them to answer all the questions first and then go back to check their answers against the text. They can check in pairs or small groups. Explain that this procedure will help them evaluate how much of the text they understood.
- Once the processing questions have been answered and checked, you can read the text aloud to the class while they follow along silently. As you read, model some "think aloud" techniques, such as asking yourself the following types of questions aloud, *Is that true?* or *What is the author telling me?* This will help students understand the thinking processes used by effective readers.
- If time permits, allow students to read the text a third time, circling three words they want to add to their active vocabulary. Give students time to record these words and their definitions in a separate section of their notebooks.

UNDERSTAND THE READING

After reading the first and second text in each unit, students do exercises to check their comprehension and use their higher-level thinking skills to analyze or evaluate the information they read. The first time an exercise type is introduced in the book, a sample answer is given.

Teaching Suggestions

- For the first exercise of this section, encourage students to do the exercise individually, and then to look back at the text to check their answers with a partner or teammates.
- In this section, there is usually a second exercise, which is intended to help students think critically about the text. To ensure that every student has a chance to think about the topic, tell students to first answer the questions individually, and then discuss their answers with a partner, a small group, or the whole class.
- In order to help develop students' critical literacy, each text has brief introductory material identifying its source or the author's background. To help students develop critical literacy, ask them questions such as: *Why does the author include information from surveys?* (Unit 1, Text 1) or *Does an interview usually have facts or opinions?* (Unit 3, Text 2, or Unit 5, Text 2).

WORK WITH THE VOCABULARY

After reading the first and second text in each unit, students increase their active vocabulary through a variety of exercises. These include working with definitions, suffixes, word families, verb phrases, and context clues.

Teaching Suggestions

- Encourage students to keep a journal of vocabulary words including those presented in this section, the glossed words, and other

words from the text. Then have students note each time they encounter these words in their reading outside of class.

- Recycle the words students learn in each unit in other class activities. This will increase the likelihood of new words becoming part of your students' active vocabulary.

READ AND SHARE

These four pages comprise a highly effective and communicative technique for developing reading proficiency. The Read and Share technique follows these steps:

GET READY TO READ AND SHARE

1. Students complete pre-reading and vocabulary activities related to the topic.

Use Your Reading Skills

2. Students read the introduction to the text they will read in Read A/B. They answer questions about it to ensure that they know what the text is about.

3. Students preview the two parts of the text in order to select one to read.

READ A/READ B

4. Students read the part of the text they chose with the purpose of learning new information and then sharing it with a partner.

5. When the class finishes reading, each student finds a partner who has read the same part of the text and they work in pairs to answer the focus questions relating to their text.

THINK AND SHARE

ORGANIZE YOUR THOUGHTS

6. In this section students work with the partner who read the same part of the text they did. Together they fill in a graphic organizer which helps them deepen their understanding of the reading.

Share Your Information

7. Students then work with another pair that has read the other part of the text. The pairs take turns sharing what they have read, using the graphic organizer to guide their presentation.

SHARE YOUR IDEAS

8. In small groups or as a whole class, students use what they have learned from the texts as well as their background knowledge and personal experience to respond to follow-up questions.

Teaching Suggestions

- Each time students do a Read and Share activity, remind them of the purpose for the activity. Tell students that during the Read and Share they will choose one of two parts of the same text and work with a partner to answer questions about the text. Once they understand the most important ideas in their text, they will share these ideas with a pair of students who read the other text.
- This activity works best if students choose their own text; however, this can be tricky if most students prefer one text over another (20 students pick A, 3 pick B). If you prefer not to leave the selection to chance, you can assign A/B roles to students.
- To give students an additional reading opportunity, you can assign the other text as an in-class activity or as homework.
- From time to time you may want to have all students read the A and B texts sequentially instead of as a Read and Share activity. In this case, have students read one text and answer the corresponding focus questions. It may be helpful to put the focus questions for the selected text on the board or overhead. Then repeat the process for the other text.

REFLECT

Students first read an example of a student response to the ideas presented in the unit. Next they answer comprehension questions about the sample response, and finally write their own response using guided questions.

Teaching Suggestions

- The writing activity is guided, so it can be assigned as homework; however, the pre-writing activity allows for discussion about the writing topic and is most effective if done in class.